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SCHOLASTIC COACH



planes, but they were chased
 The war seems far away down here in
 the engine room. Yet night after
 night, I'm in a cold sweat waiting
 for something to hit. I know it's
 only my imagination, but somehow
 I can't help it.
 As soon as I complete this trip

**"I'm in a cold sweat,
 waiting for something to hit"**

Being down in the bowels of a tanker is tough on the nerves. It's the danger men can't see that is most terrifying.

Throughout this war, America's fighting men have shown an unusual degree of mental and physical courage. It would be foolish to say that sports training has been entirely responsible. We do believe, however, it has been a very important

factor...and that after the war, sports (and the coaches who direct them) will therefore receive greater recognition than ever before.

Meanwhile, we urge you to take the best possible care of the netting you now have, that sports activity among our youth still at home may continue unabated.

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State competition spurs interest in school rifle teams,

reports **C. H. WINGERT**
of Brookville High School,
Brookville, Penna.



Brookville Public Schools
Brookville, Pennsylvania

Jan. 30, 1945

Scholastic Coach
220 East 42nd Street
New York 17, N. Y.

Gentlemen:

Rifle shooting is a recognized sport of the Pennsylvania Interscholastic Athletic Association. Since 1941 the association has sponsored state competition which has encouraged the sport in our schools. Riflery is a very popular sport with girls as well as boys. We have about the same number of girls and boys in the club with some girls on the rifle team each year. Many of the girls who have never used a gun turn into good rifle shooters as quickly as the boys.

Many benefits are derived from rifle shooting besides sportsmanship and marksmanship. In my opinion, riflery teaches the individual to relax all the muscles of the body and gives him steady nerves and self-confidence. It is one of the few sports that can be enjoyed over a long span of years since old and young can safely take part in it.

The National Scholastic Rifle Tournament held in our club last spring proved very successful and the annual tournament which we are holding next month is creating a lot of interest in the sport. Scholastic Coach is doing a fine thing in sponsoring riflery in our schools.

Yours truly,

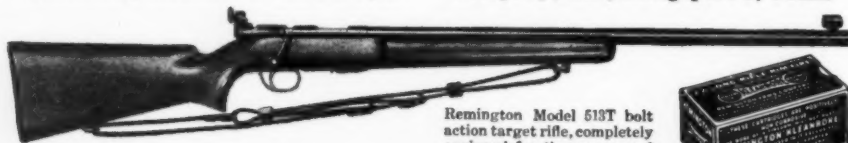
C. H. Wingert

Brookville High School Jr. R.C.

C. H. Wingert, Instructor

Remington will help you plan the organization of a rifle club and the building of a range. As a starter, we shall be glad to send you, free, an interesting, fully illustrated booklet containing instructions on the oper-

ation of a rifle club—information on target shooting—and many other subjects of practical interest. Just fill in the coupon and mail it to Rifle Promotion Section, Remington Arms Company, Inc., Bridgeport 2, Conn.



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SCHOLASTIC COACH

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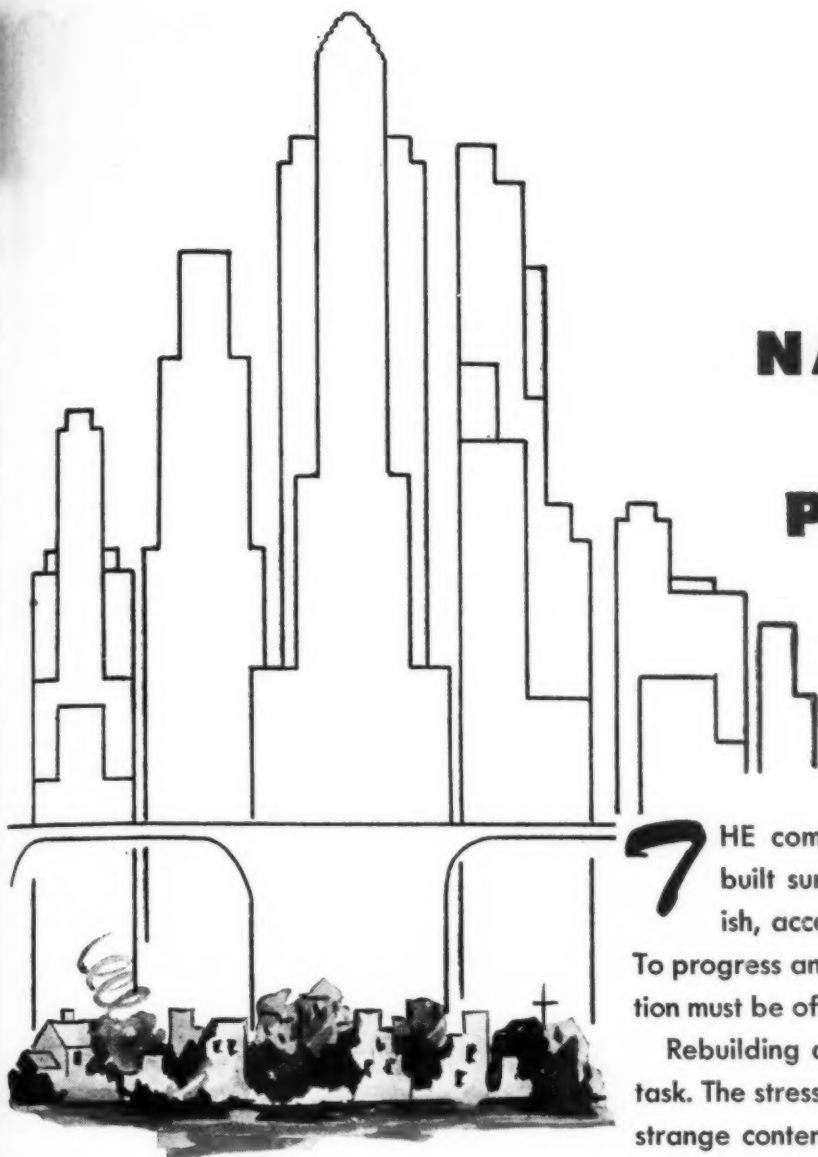
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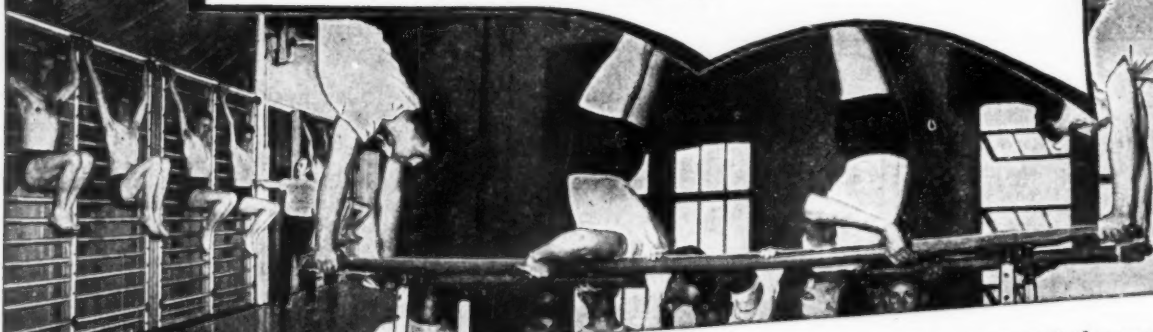
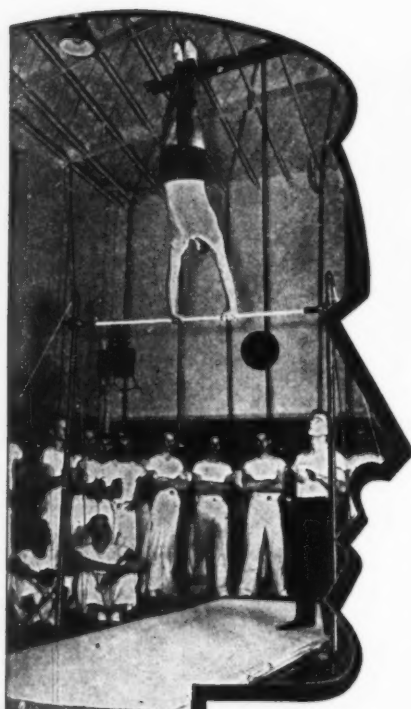
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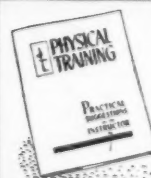
- ★ Flying and Traveling Rings
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A home run on Broadway

WHAT'S the matter with our typewriter jockeys? The novelists, we mean. They are always romping in the fields of medicine, war, history, and politics. Don't they consider athletes people? Considering the part sport plays in our lives, it's surprising how rarely it seeps into our literature. Can you think of a single distinguished work with any athletic coloring?

We don't mean short stories. Ring Lardner connected for any number of four-base sports shorts. And even Rudyard Kipling once beat out a sports hit—a polo story titled *The Maltese Cat*. But offhand we can't recall any full-length work of distinction.

Perhaps that's why we got such a bang out of *Hope for the Best*, the new Broadway play starring Franchot Tone and Jane Wyatt. It isn't a sports play by any means. But it carries a very tender and penetrating observation on baseball pitching.

It appears in Act II. A girl warplant worker, Lucille (Jane), is telling a newspaper writer, Mike (Franchot), about her father—a sportswriter who tried to write fiction and failed. But he wasn't really a failure—when he pitched baseball, he was "sent" by the gods.

As she tells the story, Lucille is fired by her love for Mike and her proud remembrance of her pop, who died when she was 17.

LUCILLE: Gee! You should have seen my father play baseball. One Sunday every summer . . . he pitched for the editorial department against the mechanical department.

MIKE: You mean softball?

LUCILLE: No, real baseball . . . both sides had uniforms.

MIKE: What was your father's name?

LUCILLE: Barney. Look (*She stands.*) You have to bear in mind that my father was broad-shouldered and flat-chested. In fact he was flat all the way from his Adam's apple to his insteps. (*She gestures.*) Like an animal crack-er.

MIKE: You don't—uh—

LUCILLE: Never mind. Imagine it. And when he walked from the dugout

to the pitcher's box, it was so beautiful. And all those average people in the grandstand who were not supposed to have good taste—they knew he was beautiful, too.

MIKE: Beautiful how?

LUCILLE: (*She tries to tell and show at the same time.*) The way he walked, going like this—(*She smacks right fist into left palm.*)—Nervous, keyed up, but not self-conscious—stuffing his knuckles into the glove. And he just ambled along loose-jointedly; not slinking like a man ashamed of something, or strutting like a man who's stuck up. Just the good old American amble of a man who feels the world through his shoes and likes it. You'd think he was dreaming, or dopey, but if you stuck your foot out and tripped him—in a flash, before you could pull your foot back—he might whip out his pistol and shoot you dead. You know what I mean?

MIKE: Of course I do.

LUCILLE: (*Dazed.*) Where was I?

MIKE: Your father just shot a man in the foot.

LUCILLE: All right. Now he's on the mound. Just fooling around. He has a brand new baseball. He takes his glove off and works that ball in his two bare hands, washing the horsehide cover with the sweat of his palms.

MIKE: What kind of sound does it make?

LUCILLE: It's a kind of—*creesh*.

MIKE: (*Considers for an instant, then nods.*) That's right. Go on.

LUCILLE: I never actually could hear it.

MIKE: That's all right.

LUCILLE: My father stands there like a man challenging the gods. So thin, so cocky; *asking for trouble*. A pitcher can get in terrible trouble, you know.

MIKE: Yes, I know.

LUCILLE: It's almost time to play ball now. My father is standing with his feet apart. The upper part of his body has gone limp. He looks like a depraved cowboy. Very relaxed anyway. Play ball! His two arms shoot up in the air. He pivots . . . His head and shoulders go back and his left leg goes up and out as a counter-balance. Now his right arm begins to come forward, and it looks as if he meant to throw his whole arm at the batter, from the elbow down. Then his leg snaps like a trap and it's *the pitch!* And somehow his arm is still

attached and only the ball goes to the batter. And then . . . (*She shrugs.*)

MIKE: And then what?

LUCILLE: It's a strike.

MIKE: Always?

LUCILLE: The way I remember it, always.

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SINCE instituting our special building and equipment issue (which we run every January), we've been receiving numerous requests for ideas in the way of building plans, special installations and equipment storage.

Many of these inquiries we've been able to answer. Others we've referred to reputable manufacturers with complete literature and field representatives.

Some of the requests, however, have been stumbers. Schools seeking detailed advice on such projects as new gyms or new recreational areas could hardly be referred to a manufacturer or be given aid and comfort by us, since we're not architects or engineers.

With this in mind, we recently contacted the distinguished recreation planners, the F. Ellwood Allen Associates, and asked them if they'd be interested in processing our building and facility inquiries. They were very happy to oblige.

So there you are, men. All your inquiries on either indoor or outdoor facilities and areas will henceforth be professionally serviced.

The Associates will give you a preliminary answer. Then, if you'd care to avail yourself further of their services, you may make arrangements at your own disposition. The Associates first chore for *Scholastic Coach* may be found on page 18.

The members of this organization are: F. Ellwood Allen, (see article); Elwyn E. Seelye, consulting engineer for over 30 years, engaged principally in government work for the past five years; Charles C. Platt, architect and community planner for over 25 years; and A. F. Brinckherhoff, landscape architect and site planner for over 30 years.

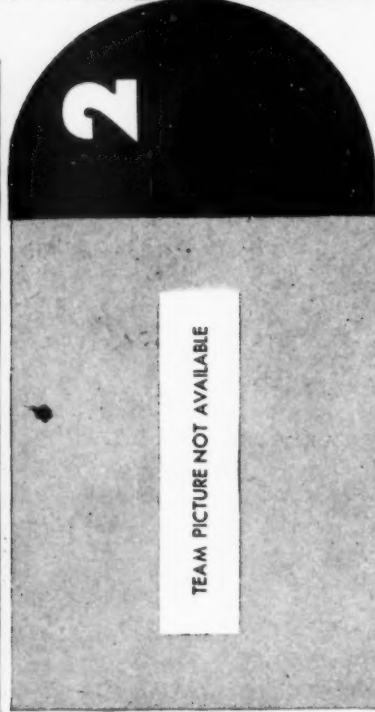
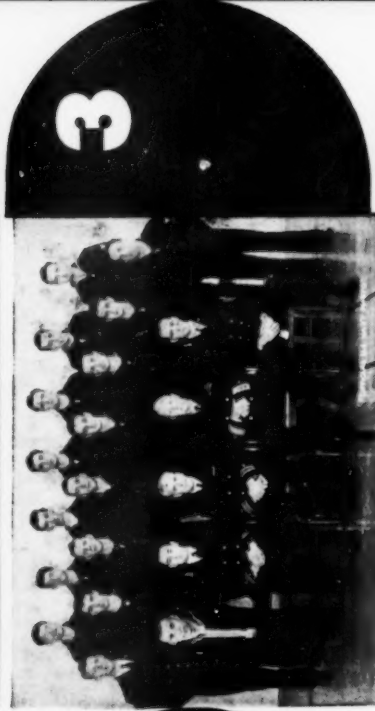
CONVERSE-DUNKEL BASKETBALL SUMMARY

TOP TEN FOR 1944-1945

HERE are the ten court aggregations among America's Service and College basketball teams whose brilliant performance on the hardwood crowned them as champions for the 1944-1945 season. The triumphant ten have emerged as the country's best on the basis of their average scoring margins above or below the average rating of their opposition, as shown in

Dunkel's famous and scientific performance since 1935.

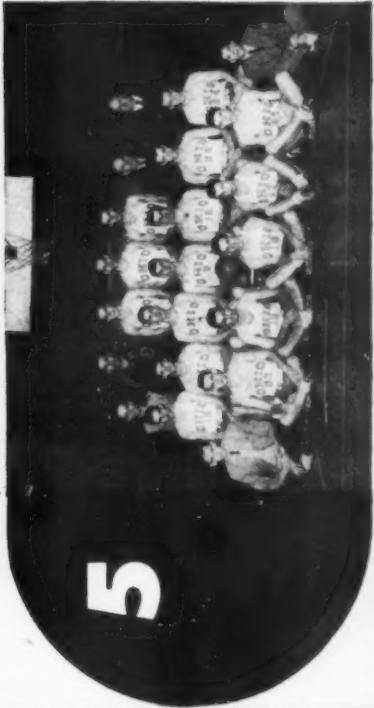
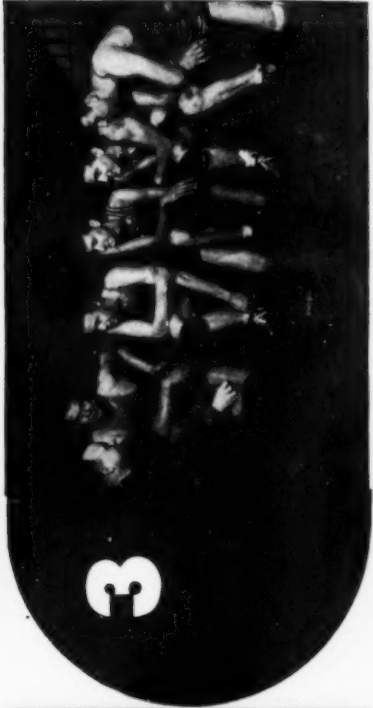
TOP 5 among SERVICE TEAMS



among

of their opposition, as shown in
Dick Dunkel's famous and seldom-
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among COLLEGE TEAMS



**COACHES AND
ATHLETIC DIRECTORS**
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CONVERSE *Shoek* *aflo* ALL STAR

BASKETBALL SHOES



This is the first of two articles on the Army's superb new program for the reconditioning of the wounded. Capt. Vernet A. Mueller (Medical Corps) and Tech. Sgt. Joseph Mersand (Educational Reconditioning), of the Army Service Forces Regional Hospital, Camp Crowder, Mo., offer the clearest and fullest account of this program we have ever seen. Their first article deals with the theory, practice and results of reconditioning. Their second, next month, will concentrate on the physical aspect of reconditioning.

AN Army doctor, fresh from civil practice, was making his first round of a large hospital. He stopped before one patient, held motionless in a plaster cast, and asked how long he had been on his back.

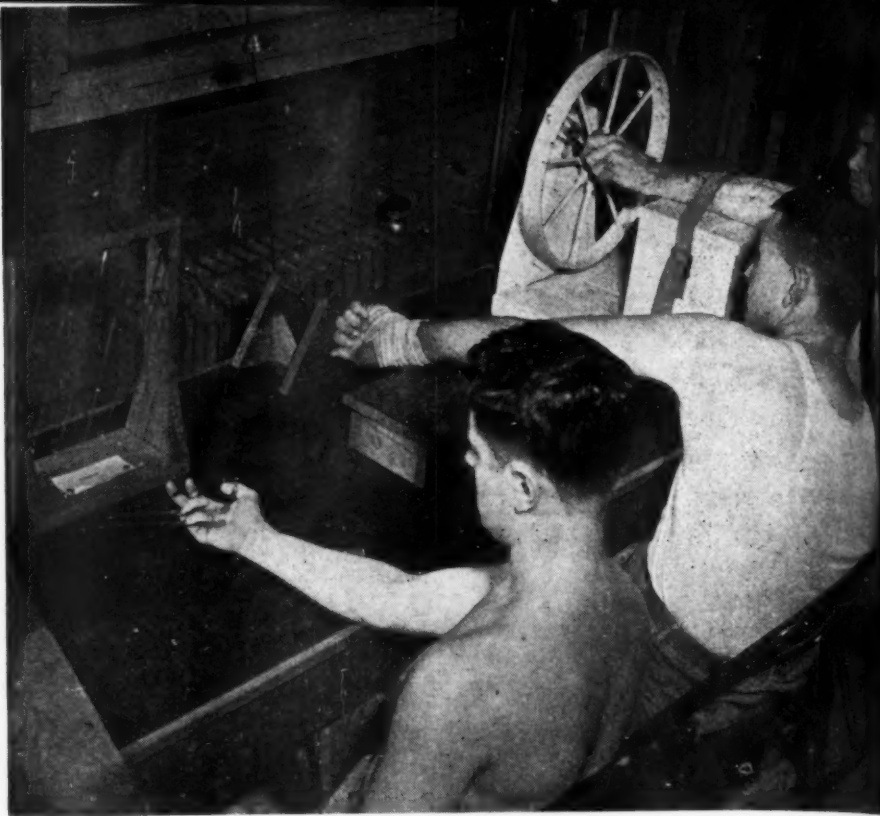
"Six weeks, sir," the boy replied, "and I've been looking at this ceiling for 42 days. There are 28 rows of nails in it. Each row has 31 nails. There are 12 cracks running east and west—14 running north and south. Last week we had a spider. But they swept it away—."

This soldier's experience of boredom, of mental and physical deterioration while waiting for his body to heal, was typical of tens of thousands of cases in our Army and Navy hospitals before reconditioning became a standard treatment.

Yet reconditioning, though formally started in the Jefferson Barracks in December 1942, is hardly a new treatment. As Brigadier General C. C. Hillman, former chief of professional service of the U. S. Army Medical Department, has stated:

"Over the years, physicians have realized that, while their patients were recovering from the primary cause of their illness, they might, at the same time, deteriorate physically and mentally; so that when they had recovered from the primary cause of their admission to a hospital, they were still far from well. For this reason, doctors have kept patients occupied mentally and physically to the limits of their abilities in order to maintain functional activity of those parts of the body and activities of the mind while the individual was otherwise restricted."

So much for the bed-ridden patient. But what happened to the soldier whose broken leg was placed in a cast and who was then given a convalescent furlough? And what happened to the man whose appen-



This simple gymnasium equipment is used for fractures of the fingers and wrist.

Army Reconditioning

dix was removed or his hernia repaired and was likewise sent home for a few weeks?

These were furloughs to be sure, but hardly convalescent. Frequently the patients returned to camp in worse shape than they had left. They would be hospitalized a second and sometimes even a third time.

Had this country been as rich in manpower as erroneously supposed, such a state of affairs, even though repeated in every Army hospital in the land, would not have offered too serious a problem. But when the draft statistics began coming in and it was discovered that as high as 40% of the men examined were unfit for military duty, our so-called "abundance of manpower" myth was exploded.

Actually, we have been fighting this war with a manpower shortage. Hence the need for tremendous numbers of women in industry and agriculture. Hence the startling fact that, although we have now reached our maximum military strength of 11,000,000 men, we are literally without reserves. The 100,000 odd youths becoming eighteen years of age each month just about make up for the discharges from the armed forces.

Men cannot be taken out of their critical jobs in industry without seriously impeding the war effort.

It is as plain as day, therefore, that a soldier in a hospital is a soldier that cannot be replaced. And that it is our urgent need to get him back to duty in the shortest possible time.

Medical care alone—and the Army and Navy have the very best of it—will not do it. But medical care plus reconditioning can reduce the soldier's convalescent period and return him in as good a physical condition as he has ever enjoyed.

Mentally, too, he comes out an alert soldier, who has not forgotten his military instruction through disuse, but has actually learned more. And his faith in our cause and his willingness to give his best for it have been strengthened by an orientation program the best the Army has yet devised.

So much for the reason for reconditioning. It was born out of necessity, and is now the official program in all Army Service hospitals. What does it consist of?

Briefly there are three phases of reconditioning:

1. Physical reconditioning.
2. Educational reconditioning.
3. Occupational therapy.

Perhaps the educational reconditioning is the most difficult phase. The soldier's attitude toward his eventual complete recovery must be built up.

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In the wards this is done by making him aware of the war at all times and of his part in bringing it to its successful conclusion. News-maps, showing the bi-weekly progress of the war are on the walls of every ward. Pictures of airplanes, ships and weapons are likewise to be found. So also is a table piled high with literature about the war and the United Nations.

If he cannot leave his bed, he can be given military instructions in simulated weapons and in map-reading. A code-practice set can be used in his bed.

An officer will hold news discussions at least once a week in his ward. Military movies will be shown at least three times a week. Everything is done to keep alive the spirit of the fighting man. Meanwhile his physical conditioning is a matter of deep concern. As soon as his ward officer considers him out of danger he will be given bed calisthenics to build up those

thenics—in the wards in the winter and outside in the milder weather. They also participate in games.

The reconditioning section has devised two portable gymnasias which are rolled into the ambulatory wards daily. The equipment consists of medicine balls, dumbbells, ten-pins, spring exercisers, and weights for lifting. Specially trained personnel teach the patients how to use this equipment. All exercises are carefully graded so that no man will do more than his strength permits, but he will be urged to improve himself daily.

The soldier's military education consists of a daily lecture or demonstration in the Red Cross Auditorium at 10:30 A. M. Here all Class III patients come to listen to the best instructors on the Post, or to outstanding personalities—the station complement commander, the post surgeon, the post advocate general, the post voting officer.

At two o'clock they return to the

tory patients may learn painting and sculpture. Gray Ladies with rich backgrounds in literature wheel book-carts into the wards laden with choice books. No patient need go without reading.

The Gray Ladies likewise inform each patient of the rich educational opportunities of the United States Armed Forces Institute. A class in conversational French is conducted by one of them in a ward. Patients may borrow records and manuals for twenty languages.

By the time the patient has left his ward, he is already well on his way toward recovery. But he is far from ready for full field duty. For this he is transferred to the *advanced reconditioning section* in a separate part of the hospital. Here he is no longer a patient but a soldier again. He must wear his uniform, obey all commands and follow a full day of activity from reveille at six in the morning to retreat at six in the evening.

About 200 to 400 students comprise this advanced reconditioning section. These are divided into six platoons namely, first, second, third, fourth, cast, and rheumatic fever or "R".

Each platoon has a separate daily schedule. The incoming students are placed in either the first, cast or "R" platoon. Each student is carefully examined by the surgeon, who indicates what exercises he may not have or what special exercises he needs.

At the end of the first week each student is again examined by the surgeon, who will advance him to the second platoon or retain him in the first, if his progress has been slow.

The daily program begins with a two-hour class in military subjects, conducted out of doors in the summer and in two large auditoriums in the winter or in inclement weather. Well-qualified instructors teach subjects that include army organization, military courtesy and discipline, map-reading, camouflage, first aid, defense against chemical attack, wire, mental hygiene.

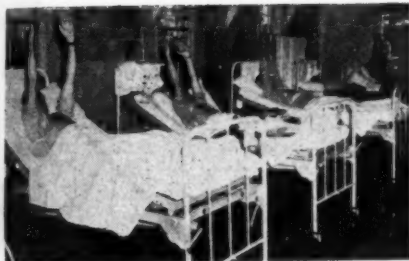
On Saturdays all students gather in the Red Cross auditorium for two hours of orientation. During one of these hours a film is shown. During the other, there is a talk by some returned officer or enlisted man.

In the evening after retreat the men may attend classes in foreign languages or other general educational subjects. A photo laboratory and a radio laboratory are open for their use.

(Concluded on page 47)

by Capt. V. A. Mueller
and Tech. Sgt. Joe Mersand

Reconditioning Program



Class IV patients are given supervised bed calisthenics a half hour every day.



Water-resistive exercises accomplish definite miracles of reconditioning.

parts of his body that have nothing to do with his injury or wound.

For example, a man who has just had an appendectomy can exercise his arms, shoulders and head, without affecting in any way the healing of his incision. These exercises are scientifically prescribed by the surgeon of the reconditioning section and administered by specialists in physical education.

By the time the former bed-ridden patient can leave his bed, he has no difficulty keeping on his feet. His body muscles have been kept in good condition all along and he is ready for the second phase of reconditioning.

Those patients undergoing this treatment while in bed are called Class IV patients. As soon as they can walk, they are regarded as ambulatory or Class III patients. These soldiers are given daily calis-

Red Cross for an hour of orientation. This consists of a daily news discussion, lectures on the United Nations, the war aims, post-war plans, the vocational opportunities after the war.

Sometimes the patients will hold an open forum discussion, or will dramatize some important event. The "Why We Fight Series" of films and other orientation films are shown. Returned officers and enlisted men recount their experiences and show how these may help the patients.

The artistic and recreational side of reconditioning has been cared for all along by the Red Cross staff and the Gray Ladies. Hundreds of patients are taught one or more of the various arts and crafts. They make everything from leather wallets to airplane models. There is a fully equipped art studio where ambula-

Charlie Dressen, coach of the Brooklyn Dodgers, is respected in major league circles as one of the smartest baseball men around. A great third baseman in his playing days with the Cincinnati Reds (1925-31), he managed Nashville in the Southern Association in 1932 and most of '33. In the latter part of that year, he was picked up by the Giants as insurance in their pennant drive. He proved a wonderful investment, helping the Giants win the world series. His shrewdness in the series earned him the managership of the Reds from 1934-37. After returning to Nashville for a year, he was brought back to the big time by the Dodgers.

THE ideal type of third baseman is a well-built boy with a strong throwing arm, a good pair of hands, agility and a smart baseball head.

Such players are about as common as battleships on a desert, especially in high school ball. So the coach must compromise. He must put his two fastest, best-throwing

can go to his right and how far you can go to your left.

Basic positions. Your position depends upon the batter, the situation and the pitch. There are four basic positions:

1. *Deep*—about 12 to 15 feet back of the base-line.

2. *Halfway*—about 7 or 8 feet back of the base-line.

3. *On the line*—on the base-line.

4. *Close*—about five or six feet inside the base-line.

As a rule, play moderately deep. Take the close position on bunt plays and the line position with a man on third, when you want to cut off the run. Never play in when you can give a run.

The halfway position is feasible against fast batters who can bunt, as well as against left-hand hitters. Play deep for dead left-field hitters, especially if they're slow afoot.

A good third baseman always keeps the situation uppermost in mind. He figures out beforehand exactly what he will do with the ball if it is hit to him. He catalogues the batter and the base runners—the batter for his speed and hitting habits, the runners for their speed and daring. This helps him decide his play in tight situations.

In my playing days, I liked to play a little more from the bag than usual. I still think it's a good idea. For more hits are driven between the baseman and the shortstop than between the bag and the baseman.

However, when a run ahead in a late inning, it's advisable to edge closer to the bag to guard the foul line. The idea is to prevent the batter from getting a double. A hit between short and third is rarely good for more than a single.

Bunts. Always study the batter carefully, moving in or back according to his weakness or strength, and the situation. Be on the alert for tip-offs. Many bunters give themselves away before the pitch. They may lift their little fingers or start turning too soon toward the pitcher.

When they do break for the plate. If there is any time to the play, listen for the pitcher's instruction. On some bunt plays, a low-hit ball along the foul line, a play is possible. Let the ball hit, in the chance it may go foul. Once it does, pick it up immediately. Don't give it any chance to roll back into fair territory.

It shouldn't be necessary to say that with men running the bases, a third baseman shouldn't stand around waiting for a bunt to roll foul; unless, of course, there is a good chance of it doing so.

If a bunt is hit hard, field it with

two hands. If it is hit slowly, make the play with one hand. Don't stop when you pick it up. Keep moving and throw with an underhand motion. Aim to the right (second-base side) of the first baseman. Your forward momentum will straighten out the throw. If you aim straight at the bag, your momentum will carry the throw outside the foul line or into the runner.

With two strikes on the batter, move back to your normal position. Rarely, if ever, will he attempt to bunt on the third strike, since he is out if he doesn't drop it safely.

I always tell my third basemen to take any ball they can reach—near the shortstop, near the pitcher, and foul flies from the catcher. The baseman can make the play faster. If he can cut in front of the shortstop for a ball, he should do so. As a rule, such balls are hit too slow for short to make the putout.

At the same time, if he can't reach the ball in a balanced position, he should leave it for the shortstop. This precaution is necessary to avoid deflecting the ball. It is particularly feasible with a man on first, since only a short toss is necessary for a force at second.

Covering the bag is one of the prime requisites of third-base play. The idea is to let the runner bunt himself out. Straddle the bag with your feet turned toward the throw (see pictures). Upon receiving the ball, grip it securely in your glove and drop it over the center of the bag. The runner will slide into it.

If the runner comes in standing, tag him with the ball gripped tightly in the gloved hand.

Now let us set up a few game situations and see how the third baseman deports himself.

Runner on first, bunt: Charge in as soon as the batter commits himself. Let the pitcher cover the first-base side. You take the third-base area. If there is a good chance to force the runner at second, make your play there. If not, play to first.

When in doubt, listen to the catcher. No matter what your choice is, return to the bag immediately after the throw. Many fast, smart runners will go from first to third if the baseman dallies after throwing.

If the bunt brings you all the way in, the catcher should cover the bag for you.

Man on first, hit to outfield: Cover the bag for a possible play on the runner from first. If there is no chance for a tag out, race into the diamond and take the throw before the bounce. Then, if the hitter tries to reach second, you have him cold.

THIRD BASE

infielders at short and second, and his next best infielder at third.

Actually, the third baseman doesn't need the foot speed or throwing strength of the shortstop and second baseman. Since he plays closer to the plate than any other infielder, he has more time to make his play. The accuracy of his arm is more important than its power.

From now on, we'll assume the third baseman is you.

Before taking your position, check the condition of the infield. Determine whether it is fast or slow, which way the wind is blowing, how the sun will affect fly catches, and your distance from the stands and other obstacles.

Have an understanding with your pitcher and catcher about who will handle bunts. Get together with your shortstop, too. Get in the habit of glancing at him once in a while to discover exactly how he is playing the hitter. Learn just how far he

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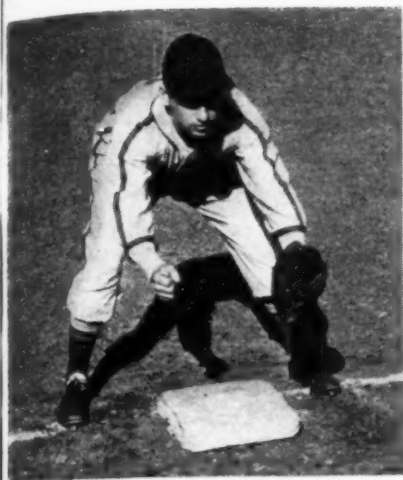
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On throws in line with runner, baseman straddles bag squarely (legs should be closer together and inside foul line).

On flies to right field, back up second base on the throw to the infield.

Men on first and second, bunt: This is a tough play for the third baseman. As a rule, the play is for the force at third. The first baseman and the pitcher cover the bunt, the second baseman covers first, and the shortstop keeps the runner on second glued to the sack.

Sometimes, however, the bunt cannot be fielded by the pitcher. It is then up to you to field the ball and throw to first. The play calls for good judgment, especially in determining the speed of the ball.

Here is the way I used to make the play: I took a position about three steps in from the base-line, just inside the bag. I kept a mental picture of the bag in mind so I could back into it without looking, if necessary. Hence, if the pitcher could make the play, I was able to get back to the base in a moment. If he couldn't, I was ready to dash in immediately.

Here's another smart play in this situation: If the bunter is slow get-



On throws to runner's left, baseman shifts so that left foot points towards runner, right towards thrower.

ting away from the plate, fire the ball directly to second. The ball may then be relayed to first for an easy double play.

This is a particularly good option with a slow, right-handed hitter up. Too many boys, especially in high school and college circles, are so sure the play will be made to first or third, and concentrate so hard on laying the ball down, that they are very slow getting off to first.

Even if you only get the man going to second, the play is a good risk. With men on first and third, you still have a chance for two.

First and second, ground ball: With none or one out, go for two—second to first. If the ball is fielded close to third, however, step on the bag and throw to first.

In the latter part of a game, with the score close and none out, it is feasible to make the first out at third and then go for two. Unless, of course, the ball is fielded in such a way as to make the play at third doubtful. The right play, then, is second to first.

With two out, merely step on the bag. If the play is doubtful, throw to second. That's your shortest, easiest throw.

Runner on second, bunt: Always remember how good a fielder your pitcher is. If he is a poor fielder, field the bunt yourself and throw to first.

If he is a good fielder, you can take a chance on getting the runner from second. Take your position three steps in front of the base-line. If the pitcher can't make the play, charge in and make the throw to first. If the pitcher can field the ball, back up quickly to the bag. A flip from the pitcher should get the runner.

Watch out for a fake bunt and a steal. Hold your position as long as you safely can. On a steal, your shortstop should yell, "Here he comes!" or "Steal!" He is in a better position to detect the getaway.

Runner on third: Always protect the bag on all balls to the infield. If the ball is grounded to you, make sure the runner breaks for home before throwing to the catcher. If a run-up play ensues, cover the plate while the catcher runs the man back to third. Let the shortstop cover third.

If the runner has a good lead and looks as though he might make home on your throw to first, bluff him back to the base before throwing to first. Once in a while a bluff throw to first will encourage the runner on third to start home. But this is risky. Make sure you know your runner before trying it.

On a grounder to another infielder, with a man on third, high school third baseman will do well to cover third. Hence, if the runner starts home and stops, you have the base protected.

I used to make this play in another fashion. As the runner started home, I went right with him. If he stopped, the catcher whipped the ball to me and I put it right on the runner. I could then throw quickly to second to prevent the batter from taking an extra base. This is a tough play, of course. But it can be learned.

Bases full, grounder: If you're playing back (when you can give the run), and the ball is hit within two or three yards of the foul line, touch the bag and throw to first. If the ball is hit to the left or straight at you, throw to second to start the double play.

With the infield in to cut off the run, make your throw direct to the



On throws to runners' right, baseman shifts accordingly; right foot points towards runner, left towards thrower.

plate. The catcher should then whip it to first.

Sometimes, on balls hit right to the bag, it may pay to step on the bag and peg the ball home. The catcher must be alert on the play, since the touching of third takes off the force. He must tag the runner out.

Runner on second, hit: On singles into left, line up with the throw at a point in the infield just even with the grass. If the runner going home obviously is safe, cut off the throw and whip the ball to second. The hitter will often try to take two.

If the runner stops between first and second, withhold your throw. Run into the diamond toward him until he commits himself. Then make the necessary throw.

Runner on second, fly ball: If the fly is deep enough to sacrifice the

(Concluded on page 46)

TENNIS FOR BEGINNERS—SERVICE AND VOLLEY

By George Seewagen

The author recommends the Eastern grip for both these basic strokes

This is the second of two articles on the basic tennis strokes by George Seewagen, varsity coach of St. John's University and pro at the Jackson Heights Tennis Club (N. Y.). Having covered the forehand and backhand drives last month, the author concludes with the service and volley.

AT ONE time, the prime purpose of the service was merely to put the ball into play. It was considered unethical and unsportsmanlike to serve a ball difficult to return.

How times have changed! Your service is now expected to put the opponent on the defensive. It is a poor shot if it doesn't.

The service is the only shot your opponent does not affect. For this



High Backhand Volley

reason, if for no other, there is no excuse for a poor service.

The three most common services are the Slice or Ordinary Twist, the Flat Service and the American Twist. The beginner should learn the Slice, as it is by far the easiest to master.

The racket should be held the same as in the Eastern forehand, or midway between the Eastern forehand and backhand grips. (See last month's installment for illustrations of grips.)

The feet should be six to eight inches apart, with the back or right foot approximately parallel to the baseline and the left or front foot pointed diagonally forward.

Preparatory to serving, hold the racket relaxedly in front of the body. Swing it backward and upward with a smooth, easy, rhythmic circular motion until the arm is over and slightly behind the head.

At this point, lower the racket head by dropping the wrist. The motion is very similar to an overhand pitch in baseball.

The ball should be tossed shortly after the start of the backswing. In lofting the ball, keep the throwing arm straight with the elbow locked—this will insure an accurate toss. If you bend the arm, you will usually toss the ball too far behind you.

When tossed correctly, the ball, if left alone, should bounce about six inches in front of and slightly to the right of the forward foot. Do not toss the ball higher than you can comfortably reach in the forward and downward part of the stroke (as illustrated).

Make certain not to toss the ball too low, as a ball hit at a low height will not clear the net. Time your swing so that you contact the ball at the peak of the toss. Swing the racket with a circular motion forward and downward.

At the moment of impact, the weight should be on the left foot with the body leaning well forward. In the follow through, the right foot comes forward with the weight behind it. The racket continues on, finishing on the left side to the rear of the body.

The service may be practiced in three steps, as follows:

1. Take a slow, relaxed backswing, ending with the arm up and the racket head down.

2. Toss the ball upward, making sure the arm swings up with the toss.

3. Using a loose wrist action, swing the racket forward with a circular motion, meeting the ball at the top of the toss and following through to the left side behind the body.

Later these three steps may be blended into one completely coordinated swing.

A common fault is to hit the first service as hard as possible. The result usually is a poorly controlled shot. On the second service, to compensate, the player goes to the opposite extreme. He strokes the ball so softly it frequently does not clear the net.

Until this stroke is fully mastered, it is a good idea to hit the first and second services at about the same speed.

It is important to pause between the first and second services. Most

players, after faulting the first, hurry the second. On the second serve, give yourself a greater margin of error. Aim the ball nearer the center of the service court.

After serving, recover promptly. Assume the ready position as soon as you can, to insure an unhurried return.

As a precaution, familiarize yourself thoroughly with the foot-fault rule. It is a foot-fault if:

1. Either foot touches or is inside the baseline before the ball is hit.

2. If at least one foot is not in contact with the ground when the ball is met.

It will be necessary at first to



Low Backhand Volley

think out each step of the swing. With practice, however, you will soon be serving with a smooth harmonious stroke.

Once you've mastered the stroke, you will be able to place the ball on either side of the service court, thus increasing the difficulty of the return.

The volley

There are several types of volleys—the flat, slice, top-spin, stop, and block. I favor the flat volley because it is the easiest to learn and control. The others may be learned after the flat has been mastered.

Insofar as grips are concerned, use the Eastern forehand grip for the forehand volley and the Eastern backhand grip for the backhand volley. The mechanics of the fore-

(Concluded on page 48)

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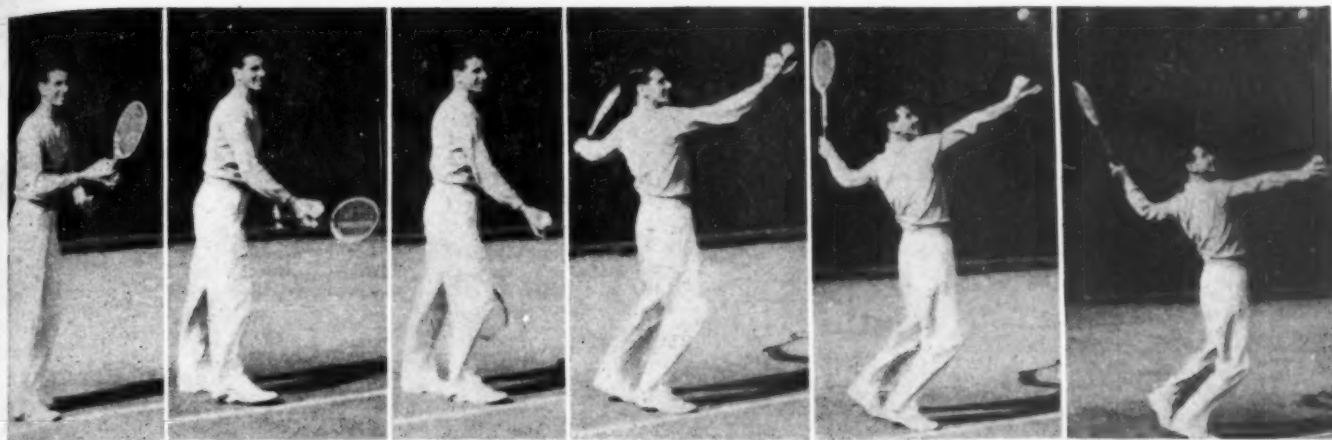
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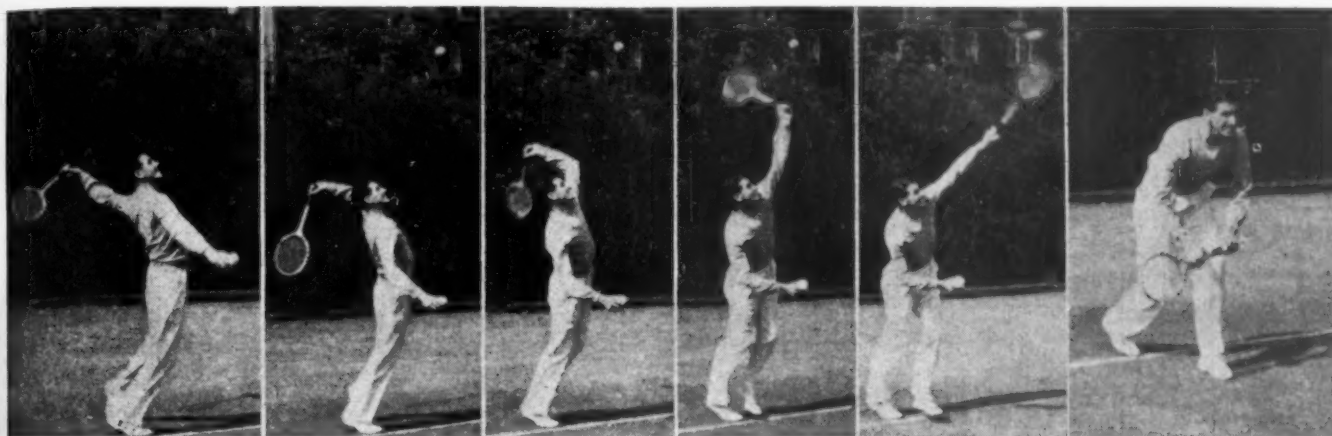
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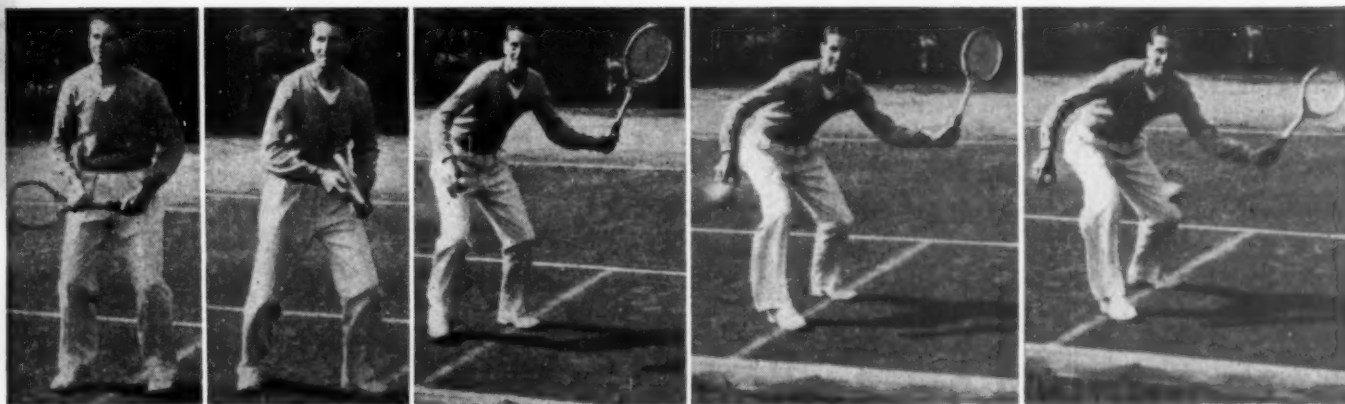
SLICE SERVICE

Keeping feet about six inches apart with front toe pointed diagonally forward, server lofts ball with straight arm to point slightly to left of head and a little forward, as



high as can be comfortably reached. Racket is dropped back until nearly perpendicular to ground, then swung at ball in

overhand-baseball-throw fashion, making contact with straight arm, weight on left foot and body leaning slightly forward.



FOREHAND VOLLEY

Holding racket face higher than wrist, volleyer prepares for shot by assuming side-ward position to net and taking a short backswing. He bends knees deeply and meets



ball slightly in front of body with shorter swing than in the ground strokes. Racket face is slightly open (turned upward),

wrist is locked and weight is leaning into shot. After making stroke, volleyer quickly recovers to intercept possible return.

State High School Basketball Tournaments, 1945

[illegible]

State	Year	Age	Inc.	Pos.	Player	Team	Coach
MINNESOTA	No	64-35	25% inc.	484	Richard Buckley	Ely	Frank Clave
MISSISSIPPI	No	44-25	35% inc.	800	Marandine	Marandine	Patrick Henry
MISSOURI	Yes	42-25	10% inc.	675	Bob Van Atta	Springfield	Robert Taylor
MONTANA	No	43-33	25% inc.	199	John Barovich	Columbia	Lloyd Sher
NEBRASKA	No	33-23 23-21 34-26 35-29	Same	500	H. H. Hanson Bill McCowin C. T. Young S. W. Campton	Scottsbluff Lexington Oakland Paxton	Bob Miller Leo Shuman Emory Priefert Mark Mullin
NEVADA	No	30	25% inc.	30	Noel Hansel William Sawle	Boulder City Tonopah	Duane Keller Frank Godwin
NEW HAMPSHIRE	No	24-21	Same	92	Richard Martin	Concord	Francis Tate
NEW JERSEY	No	46-38 44-22 43-38 53-40	6% dec.	180	George Fallings Howard Krausche Herbert Horn Harold Hunt	Union Hill N. Plainfield Cartaret Hightstown	William Palese Howard Bolleman E. H. Shaw H. De Armott
NEW MEXICO	No	40-23	20% inc.	131	Ralph Bowyer	Carlsbad	Bull Durham
NEW YORK	NO STATE CHAMPIONSHIP IN NEW YORK						
NORTH CAROLINA	No	316			Paul Sykes C. B. Clemmer Joe Martin	Durham Sanford Red Oak	R. B. Jamieson V. A. Sigmom C. B. Huss
NORTH DAKOTA	No	49-31 40-33	10% inc.	200	Roy Reslock S. R. Stanbery	Minot Elbowoods	Al Larvick S. O. Slemmons
OHIO	No	36-34 51-42	80% inc.	1141	Rayner Greene John Cabate	Middletown Columbiana	Harry Strobel Ben Ankey
OKLAHOMA	No	34-30 44-42	80% inc.	670	John Grayson Leonard Harper	Muskogee Bethany	Skivey Davis Leroy Burris
OREGON	No	51-41 —	10% inc.	160	Dan Jones Jack Plug	Oregon City Reedsport	Ted Schopf George Sindberg
PENNSYLVANIA	No	40-38 52-28		675	Chat. Wunderlich J. Gibson	Donora Conneautville	Birney Crum Thomas Boyle
RHODE ISLAND	No	29	10% inc.		William Kutneski Wilson Farley Archie Allen	Central, Prov. St. Raphael Celt Memorial	Clifford Goode James Federics —
SOUTH CAROLINA	No	171			R. Dobson R. F. Banks H. B. Behlman	Spartanburg Flat Creek Summerton	S. Spear L. J. Russell H. G. McGraw
SOUTH DAKOTA	No	36-29 30-28	12% inc. Same	310	George Mellem George Hook	Aberdeen Webster	O. E. Shanholz Bill Houge
TENNESSEE	No	38-32	20% inc.	370	W. P. Bales	Chat. Central	Steward Aitken
TEXAS	No	43-29 30-24 35-33	50% inc.	950	Watty Myers Morgan Reese B. W. Jackson	Lufkin Quinnan Mt. Enterprise	Charlie Turner W. C. Herrera J. D. Fulton
UTAH	No	34-26 42-29	Capacity	76	Dunn Taylor Don Overly	Jordan American Fork	Glenn Simmens Floyd Slater
VERMONT	No	24			Mt. St. Joseph		Spalding
VIRGINIA	No	215			Jefferson		Washington
WASHINGTON	No	50-38	200% inc.	260	Earl Jewell	Bellingham	Bill Nolan
WEST VIRGINIA	No	50-49	12% inc.	190	Joe Pease	Logan	Eugene Williams
WISCONSIN	No	44-35	500% inc.	456	Bruce Kimball	Lena	Willis Jones
WYOMING	Yes	78	25% inc.		Joe Schwarz Jim Johnson	Casper Cokeville	C. H. Blanchard Joe Sandoval

ON THE TRAIL OF THE SHOOTING STARS

By Richie Sierer

Hard work, patience and enthusiasm are the "magic" keys to Far Rockaway's great schoolboy rifle teams

Ex-Marine Richie Sierer is the man behind the guns at Far Rockaway, N. Y., High School. His rifle teams are among the greatest in the land year in and year out. They've won 82 of 91 meets since 1941, including 40 out of their last 41, and now own a victory string of 28 straight. After establishing 19 local records, they recently set a national interscholastic scoring mark of 1,122 (six-man team).

PEOPLE asking me for the secret of my outstanding rifle teams are either disappointed or suspicious when I tell them there is no secret, that the Far Rockaway teams are the products of conventional, time-tested coaching methods.

I lay claim to no original ideas. My only formula for success is hard work, patience and loads of enthusiasm.

I am completely sold on the sport. I believe it should be part of every school sports program in the land. For one thing, practically anybody can learn to shoot; it requires no great physical strength or stamina. Hence, it is an excellent sports outlet for the handicapped.

Another advantage is that it may be participated in the year 'round, by both sexes, adults and adolescents alike. This will be a big selling point in the post-war recreational world, when the high school plant will probably be opened to the community after school hours and during vacations.

The direct benefits of riflery are just as numerous. It is great fun, an excellent developer of eye-and-hand coordination and is 100 percent accident-proof. As you'd expect, most parents are skeptical of the latter point. The proof is in the pudding—there has never been a major accident in a class supervised by an accredited N.R.A. instructor!

Parents should be impressed with the fact that training is the best insurance against accidents. Prohibit a boy from using a gun and he will shoot on the sly—as long as a weapon is available. Teach him how to shoot and he will shoot in perfect safety and with a great deal of fun and benefit.

At Far Rockaway, we have been very fortunate in having a completely cooperative administration. In fact, the program was started by our first principal, Mr. Sanford Ellsworth. Back in 1928, he installed a range and organized a shooting group. When I arrived a few months later, he turned them over to me.



The Far Rockaway High School rifle team, national interscholastic record holders.

Our present principal, Miss Monica D. Ryan, is also a shooting enthusiast. In fact, the administrative cooperation extends all the way down to the custodian, who can't do enough to keep our range in tip-top shape.

Our team is financed by the school's G.O. (general organization), who never lets us down. We have eight rifles, a spotting scope for every firing point, shooting jackets, shooting gloves, and ammunition blocks. As with most rifle teams, nearly all our boys own their own rifles.

Our range is a regulation 50-foot affair, with six firing points. Set up in the basement, it has a good-sized anteroom with benches and coat hangers. Around this room are numerous posters, pictures and charts. Whenever a boy scores a possible from the prone position or a 90 from the standing position, we hang his target on the wall.

A screen door leads into the chamber containing the firing points. Here, in a big closet, we store our rifles and ammunition. Each point has a hand-operated target carrier which enables the boys to reel their targets in and back. The range is well lighted, has steel backstops and a few simple safeguards against ricochets.

I conduct a shooting class once

every three months. As a rule, I discourage juniors and seniors. I prefer to work with freshmen. The reason is obvious—it takes time to develop a good shot. With freshmen, you get the most for the time you put in. If it takes a year to make a shot out of a boy, you'll be repaid with three years of service.

I also insist that my boys have 75 scholastic averages. If they can't average that much, chances are they haven't the patience or the brains to absorb any detailed shooting instruction.

I usually pick about 18 boys for my course. The first thing I do is test their eyes on the Snellen chart. I insist upon 20-20 vision. I then put the boys through the regular N.R.A. small bore training course. I give them at least 15 lessons—one lesson a week, sometimes two. Each lesson runs about two and a half hours.

After 15 lessons, I know exactly what each boy can do. I pick my squad from among the shooters with the best grouping. That is, the most consistent shooters.

I am not easily impressed with a spectacular high score—unless it is repeated. Many high scores are pure luck. Consistency is the earmark of my teams. In our last six meets, we went over 1,100 five times.

We work on "dry" shooting at
(Concluded on page 43)

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Last year we were able to allot a small part of our production to our old dealers for civilian use. But, even then, by far the greater part of our output was going to the Army and Navy. This year the Government has frozen all our machines—and every sock we make is for our fighting men.

So your only chance to get these finest-of-all-socks and sweaters is to find a dealer who might have tucked some away in anticipation of your needs this year.

Whenever the situation changes, you may be sure that we'll tell you about it—through your dealer or the pages of this magazine.

Hand Knit Hosiery Co.
Sheboygan Wisconsin



Multiple-Use Physical Education Plant

by F. Ellwood Ellen

F. Ellwood Allen, former specialist in recreation areas and facilities for the National Recreation Assn., now heads his own organization (F. Ellwood Allen Associates). He has planned recreation areas for over 300 cities, towns and industries.

SINCE the recreational facilities of tomorrow will be predicated on the principle of multiple use, they should be designed to meet the needs of both the school and community programs. The application of this basic principle will assure a more effective, economical use of the facilities.

Too many facilities are constructed with little regard to the program. As a result, the facilities influence and often dictate the nature of the program.

Actually, the program should come first, with the facility being the physical representation of the program.

Let us take a typical example—the school auditorium. The auditorium is one of the most essential elements of the school and community recreation program. Its function, however, isn't clearly understood by our school designers. That's why so many school auditoriums are unable to operate effectively.

They are too large or too small, acoustically bad; they possess a stage useless for plays or concerts because of a lack of depth, an over-large proscenium (a common mistake), or a seating arrangement so poorly designed that a large portion of the seats afford poor vision.

Many a school program has been severely handicapped by a poorly designed auditorium and stage. This doesn't stem from false economy in the initial cost, but from a lack of functional understanding. Sound planning pays dividends right from the start, producing effective utilization of facilities.

Layout of gym

The plan on page 22 illustrates the principle of multiple use and functional arrangement.

The gym, which is the major multiple-use facility, is 82 feet long and 65 feet wide. The word *gymnasium*, incidentally, is a misnomer. Designed originally for physical exercise, it has evolved into a master play room.

This evolution is an excellent example of the influence of the program on the facility. A parallel

case is that of the playground. Where once the apparatus occupied the major part of the area, it is now subservient to the organized activities in the program.

This does not mean that gym or playground apparatus is useless and should be discarded. It still plays an important role in the indoor and outdoor programs.

Returning to the gym or master play room: It is of sufficient size to accommodate a basketball court 44 by 76 feet. Folding bleachers against one side of the room can seat about 300 spectators. When the bleachers are closed, sufficient space is available along the width for a number of court games.

The plan, from top to bottom, shows a volleyball court, with a badminton court superimposed, another badminton court and a shuffleboard court. It is thus possible to play volleyball, badminton and shuffleboard simultaneously, or two games of badminton and one of shuffleboard.

Adapted to interest

Should interest lie entirely in badminton, the master play room is big enough to house three badminton courts. Should there be unusual interest in basketball, two courts may be laid out width-wise. While not of standard size, they would be satisfactory for informal games and practice purposes.

A master play room of this type is extremely flexible and can effectively meet the needs of a school and community program.

A particularly interesting feature of this lay-out is the proximity of the kitchen to the gym. This makes it possible to utilize the gym for large school or community dinners, since the meals can be conveniently prepared in and served from the adjacent kitchen.

Many other types of activities can be carried on in the gym, such as social dancing, hobby shows and demonstrations.

The public entrance is from the corridor, while the director's office is just off one of the corners.

A large storage room for supplies and equipment is also provided. Attention is called to the unloading dock, designed to simplify the receiving and removal of material used in the various activities. The

(Concluded on page 22)

"...a Living Memorial to those who served"



"Well, Ed, when the new Memorial project is completed, the boys and girls won't have to play baseball in the streets, they will have a real place for recreation."

"Yes, that was a wonderful idea, Chuck . . . a Living Memorial . . . that new recreation center will have just everything—baseball diamonds, tennis courts, outdoor and indoor basketball courts, a football field, stadium stands and playground equipment—it's exactly what this community needs."

"As I see it, there's no better way to honor the memory of those who serve in World War II . . . Memorial Recreation Center will be the hub of com-

munity life for years to come . . . We can be proud to have had a part in the plans."

Is your community organized for sponsorship of a Living Memorial? For helpful information, write to George M. Trautman, Chairman, American Commission for Living War Memorials, 30 East Broad Street, Columbus 15, Ohio.

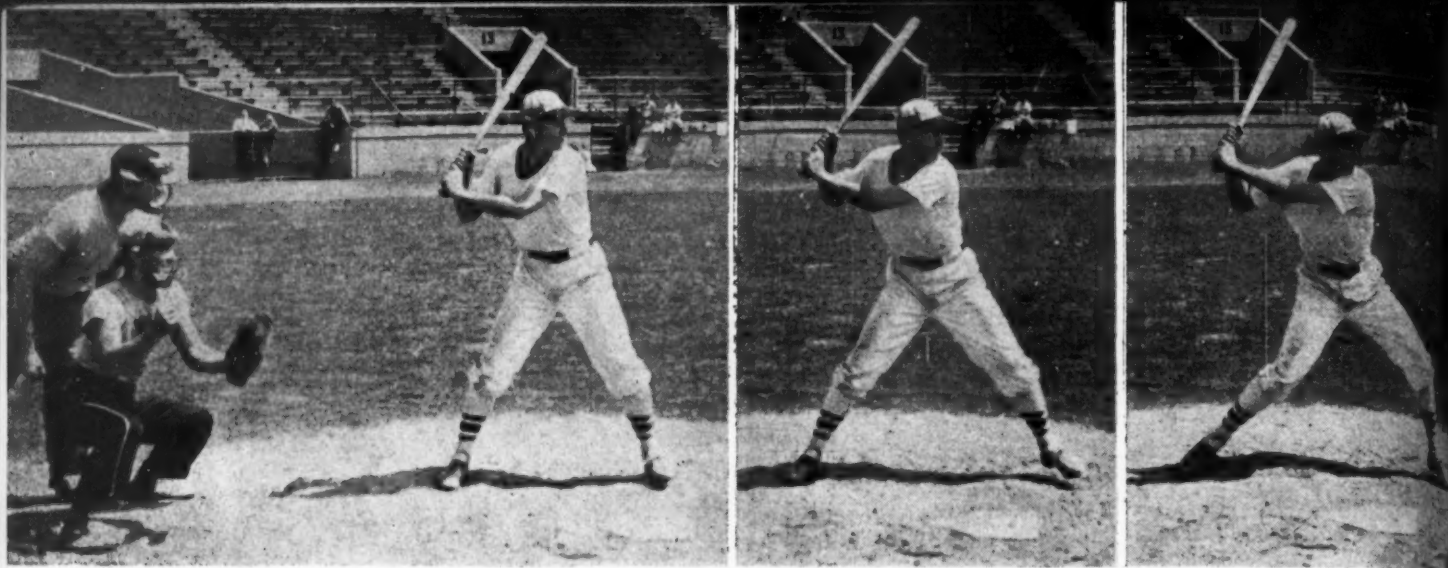
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MEMBER—The Athletic Institute, a non-profit organization dedicated to the advancement of national physical fitness.



Slugger stance and step: Using an end grip and wide base, hitter takes short step in preparation for a full swing.

Softball Batting

by B. B. Bullington

This is the first of two articles by B. B. Bullington, manager of the 1942 world softball champions, the Deep Rock Oilers of Tulsa, Okla.

THE softball batter works under a much greater handicap than his hardball brother. Although the ball is delivered underhand, it comes up nearly as fast as a baseball and from a distance 17 feet 6 inches closer to the plate. The softball pitcher operates 43 feet from the plate, compared to 60 feet 6 inches in hardball.

That's why there's such a scarcity of consistent long hitters. The free swinger hasn't the time, as in baseball, to take a full stride and meet the ball squarely.

By consistent hitters, I mean those who average over .225 against Class A pitching. While baseball managers won't let a .225 hitter into the clubhouse, that's pretty good hitting in softball. That is, of course, against top-flight pitching.

Class B softball is an entirely different proposition. It is much less scientific, with inferior pitching, fielding and organization. Both teams slug away, scoring runs in clusters.

Class A is strictly a defensive game, with each team always playing for the run. That's the game this treatise is aimed at.

Insofar as the choice of bat is concerned, I let each player decide for himself. Practically all the players I've ever coached have preferred very light bats. The reason is simple—light bats are easier to bring around. Against fast-ball pitching, this is a vital consideration.

Short players, 5-6 or under,

should pick a slightly longer bat than the tall boys. This allows them to meet the ball over the plate with the full hitting surface.

In the execution of the hit-and-run, however, a heavy bat is sometimes advisable for right-hand hitters. It has a tendency to slow down the swing, pulling the ball into right field and giving the runner on first a chance to go to third. The time and place for the hit-and-run will be discussed at length later on.

While there are three types of batting stances, you'll find every player using his own variation. I rarely tamper with a boy's stance. As long as he derives the most out of his potentialities, I leave him alone.

In Class A ball, as a rule, the choke or punch type of batter gets the most consistent results. He usually uses one of two stances. Most often, he takes a position directly even with the plate, with shoulders squared parallel to the side of the plate. The bat is held in a semi-choke grip, about 1½ to 2 inches from the end, and the feet planted squarely on the ground with the front foot at about a 45-degree angle.

This type of stance requires a very short stride. While not conducive to long hitting, it produces sharp singles or doubles between the outfielders.

In the other, less popular type stance, the batter sets himself about even with the plate, but with his body at about a 45-degree angle facing the pitcher. The bat is fully choked with the hands about 2 inches apart. Usually no stride is

taken into the ball, although a few batters do step.

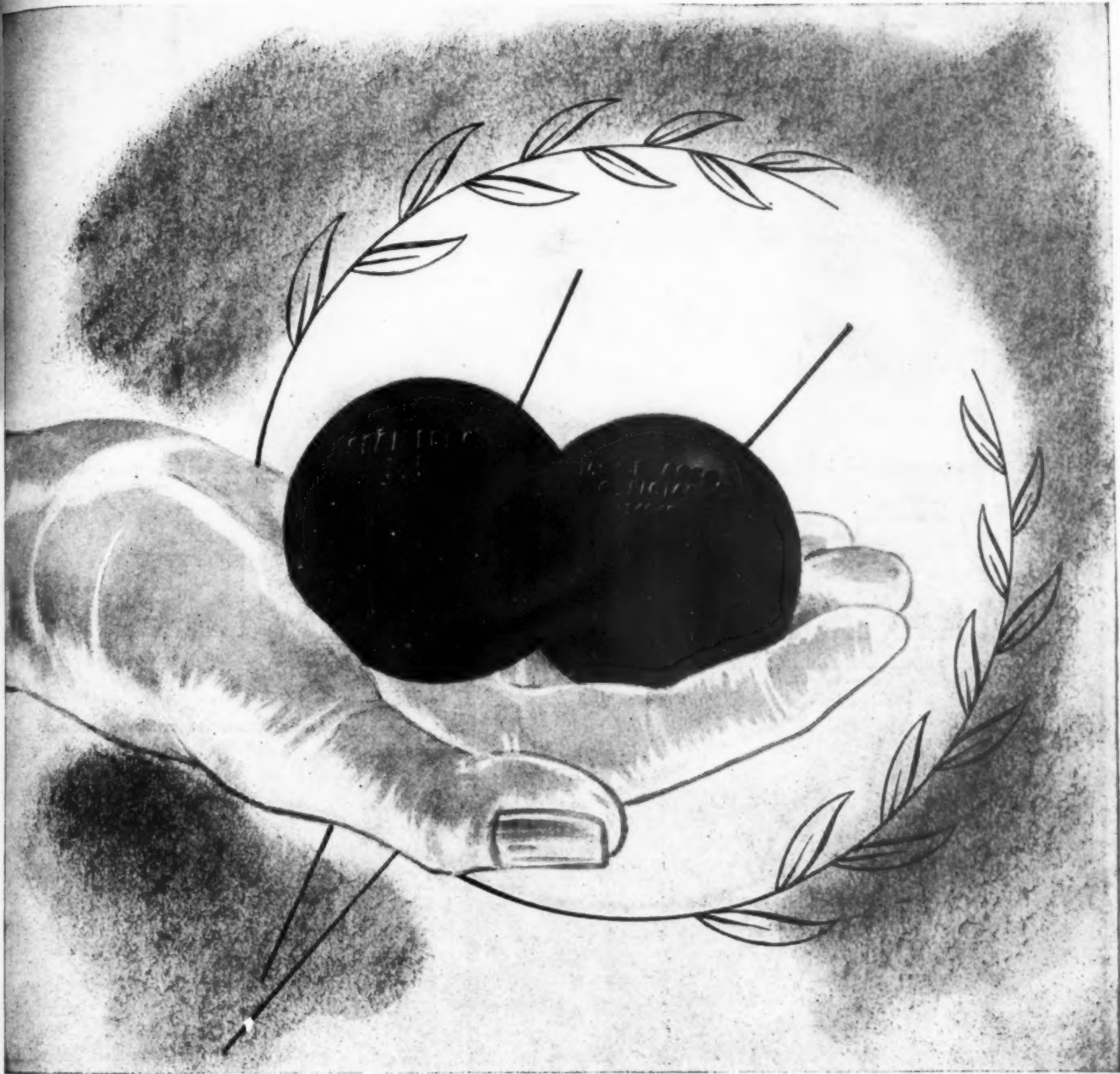
While very difficult to master, this stance has a particular advantage. It enables the batter to closely observe the pitch all the way through.

The free swinger employs a different type of stance. Depending upon the length of his stride, he takes a position near the back of the box with his feet comfortably apart. The back foot is well dug in and the lead foot is at a 45-degree angle.

The free swinger is the siege gun of the offense, and is apt to be a dead left or right field hitter, according to the side from which he swings. Ordinarily the bat is gripped at the end. But some free swingers use a modified choke with good results. While the average of the swinger is seldom as high as the
(Continued on page 34)



Sacrifice bunt, first step: The bunter slides guiding hand (left) halfway up bat. Ball is controlled by bat angle.



the greatest team on the courts

We know these balls are championship calibre because top-notch players have proven it. The SEAMLESS 555 HANDBALL was used at the National AAU Championships in Chicago and Rochester. The SEAMLESS SQUASH BALL is the Official 1944-45 ball of the U. S. Squash Racquets Association. Naturally, champions choose the ball that will help them play their best game.

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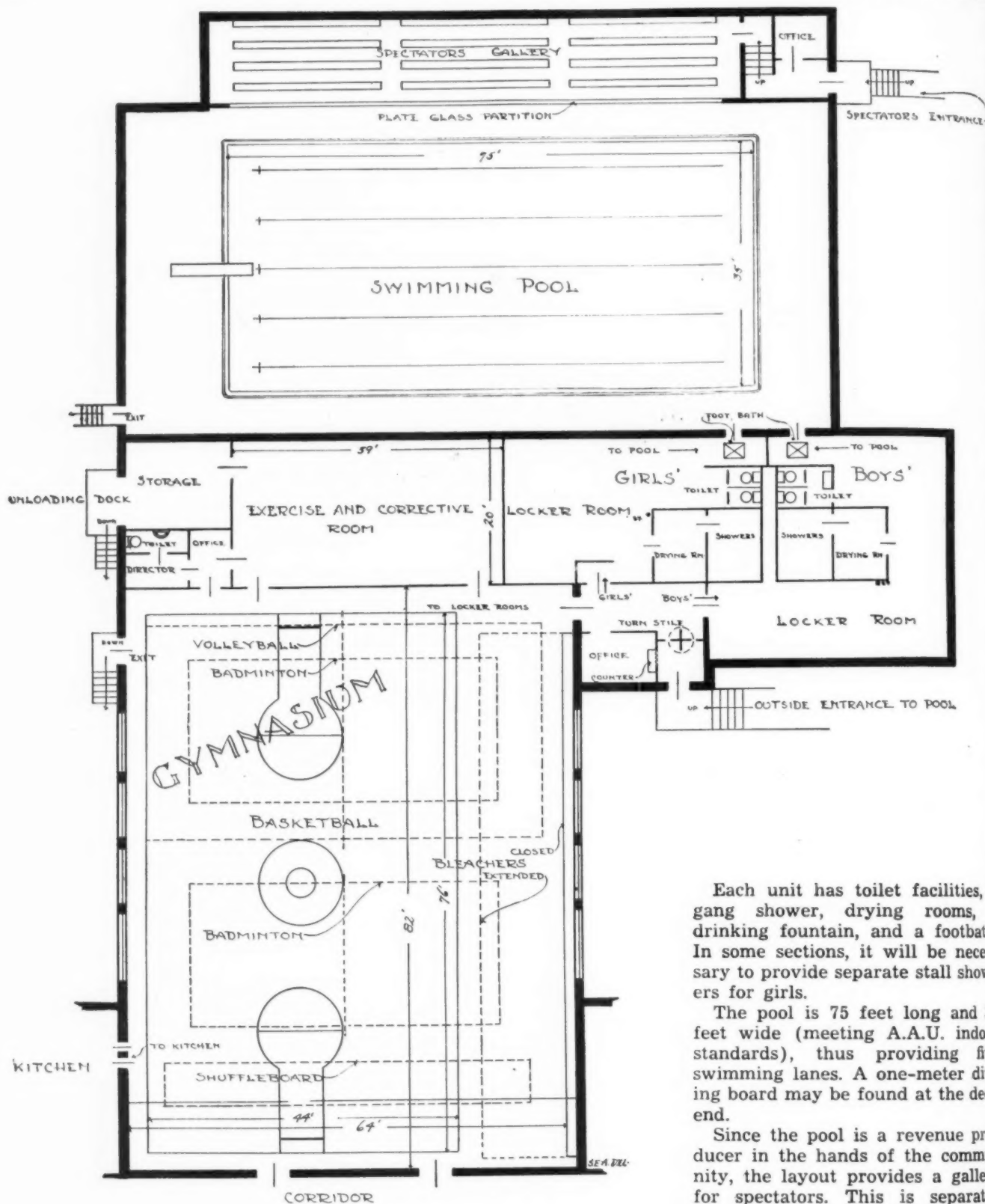
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Multiple-Use Plant

(Continued from page 18)

problem of transporting heavy equipment, such as a piano, is easily solved by this feature.

The locker, shower and dressing room units for boys and girls serve both the gym and the pool. They are easily accessible to both. The pool may be opened to the commu-

nity by merely closing the doors leading into the gym. The pool and locker room thus become a separate unit. There is a direct outside entrance to the locker room where bathers can check in and out.

The locker and dressing rooms contain the usual appurtenances. The actual lockers and benches are not shown in the plan, but there is sufficient space for adequate locker facilities.

Each unit has toilet facilities, a gang shower, drying rooms, a drinking fountain, and a footbath. In some sections, it will be necessary to provide separate stall showers for girls.

The pool is 75 feet long and 35 feet wide (meeting A.A.U. indoor standards), thus providing five swimming lanes. A one-meter diving board may be found at the deep end.

Since the pool is a revenue producer in the hands of the community, the layout provides a gallery for spectators. This is separated from the pool by a plate-glass partition, which insures temperature control and eliminates noise.

This plan is not offered as a paragon of virtue; it merely illustrates certain planning principles. After the war, a great school expansion program will get under way. It is hoped that the mistakes of the past will not be repeated and that our buildings will be planned economically and efficiently to meet the needs of both school and community.

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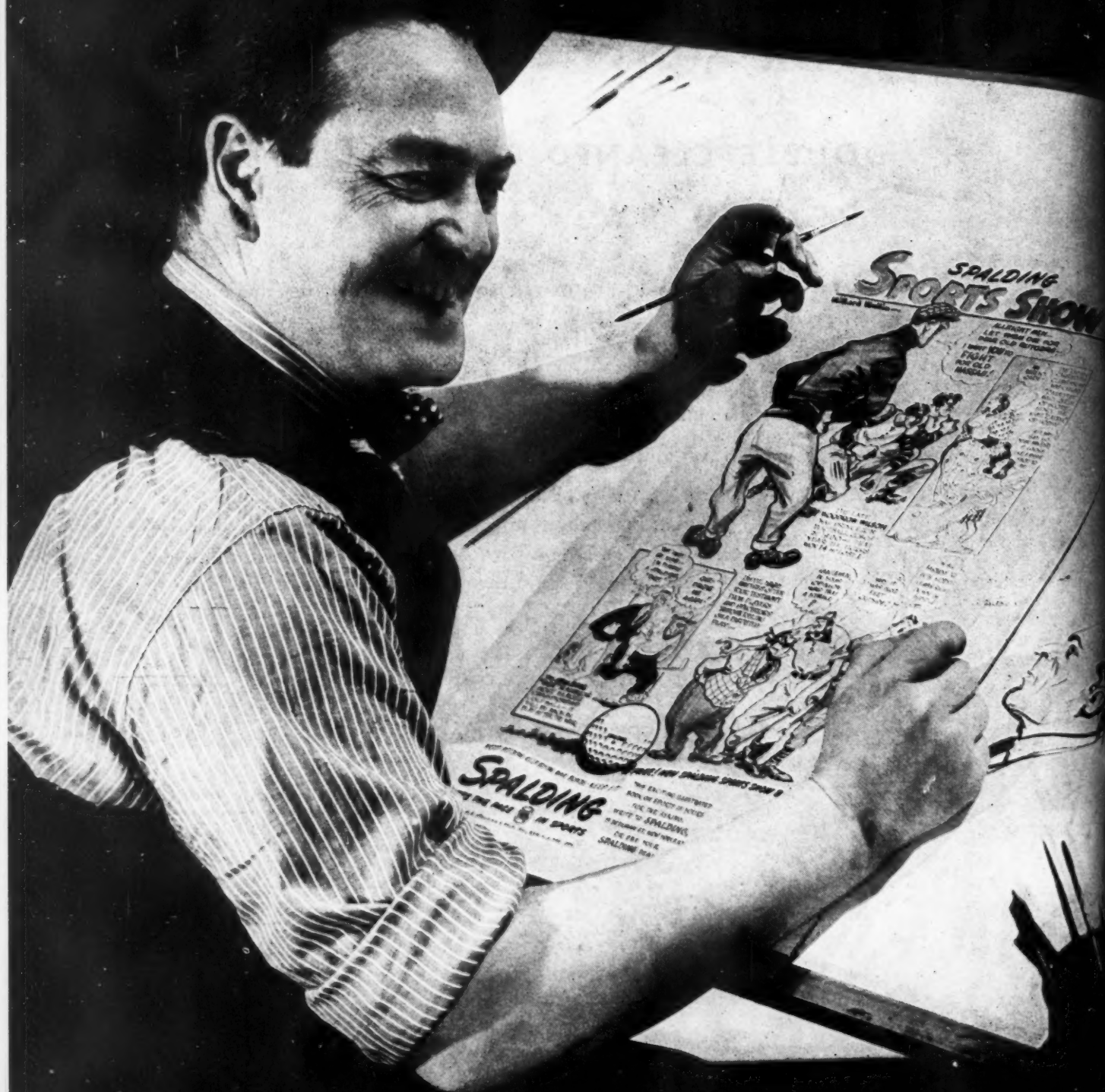
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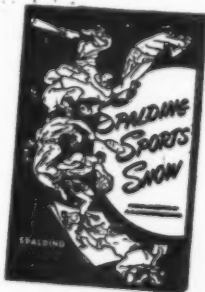
Spalding does it again! For the second straight season, Spalding presents a bigger and better Sports Show, dramatizing famous sports events and personages . . . drawn by the popular sports cartoonist, Willard Mullin.

Keyed in important newspapers from coast to coast, these striking three-

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available — free — in the sparkling new Spalding Sports Show Book for 1945. Reserve copies *now*, for delivery when the Sports Show newspaper campaign is completed.



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PACE IN SPORTS

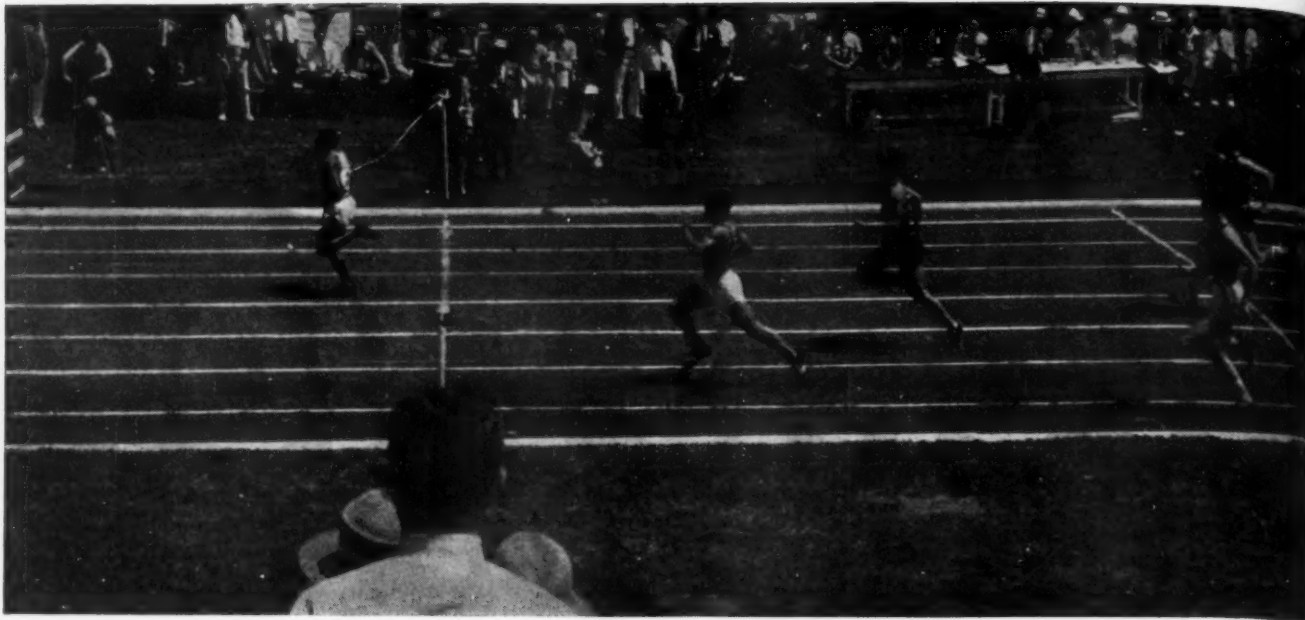
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3 SPALDING PLANTS



HOW TO GIVE TRACK BOX-OFFICE APPEAL

by Lt. Ralph F. Ward

Before entering the Navy, Lt. Ralph F. Ward coached track at Concord, Mass., High School. A track and field scorebook of his design is in use all over the country.

MAKING track pay has always posed a problem. Whether because of the unwieldy number of participants, the dispersed area of action, the individualistic nature of the competition, or the lack of imagination in planning, track has never caught on as a spectator sport.

As a result, many schools with the manpower and facilities to field a team, have never done so, being unable or unwilling to bear the expense.

The question that remains is: Can track be converted into a spectator sport? The answer is yes. It requires (1) planning, (2) organization, (3) promotion.

Here are some ideas that should help build your track following, start a track tradition in your community, and stimulate interest among the boys themselves.

Make the program interesting.

1. Provide a schedule that will give everyone a chance to compete.
2. Furnish equipment to all, so that the team will make a good appearance before the public. Nothing is more discouraging than to be told to "prove yourself" before getting a uniform. Practice uniforms are inexpensive, and may easily be kept clean and available to all.
3. Maintain an up-to-the-minute, attractive bulletin board. School records, schedules, yearly perform-

ances, point totals, and correct form pictures make the bulletin board a valuable asset.

4. Spend some time coaching even the poorest prospect. Use veterans as assistant coaches. Planned workouts for all will keep interest high.

5. Conduct organizational meetings, movies and discussions on various events. Also issue an occasional bulletin. These not only help keep the squad interested, but stimulate others to sign up. Every man on the squad can be a salesman among his classmates.

Suggestions for lay-out

Improve the lay-out and equipment.

1. Have all races finish at approximately the same place, and conduct all field events in the track enclosure. Lay out the areas strategically to permit the field events to be run off simultaneously.

2. Keep the track, jumping pits, runways, and circles in good condition. Well-groomed areas aid the contestants and enhance the general appearance. Careful supervision and good maintenance will preserve the equipment and minimize the cost of replacements.

3. Enlist a corps of managers to help keep the track in order and supervise the care of uniforms and equipment.

4. Be cautious in planning a new track lay-out or in rebuilding an old one, so that the most value is

derived from the available funds and space.

Promote and stage meets with the spectators in mind. Here is the real reason why track traditionally shows a deficit. If meet sponsors would inject some of the pageantry of football and the dramatics of the Olympics, track could be made a spectator sport. A few ideas that may pay off follow:

1. Stage meets at a time convenient for the public. Holidays and early evenings are possibilities that have never been fully explored.

2. Publicize meets with particular attention to the individual performers, as well as to team records and meet statistics.

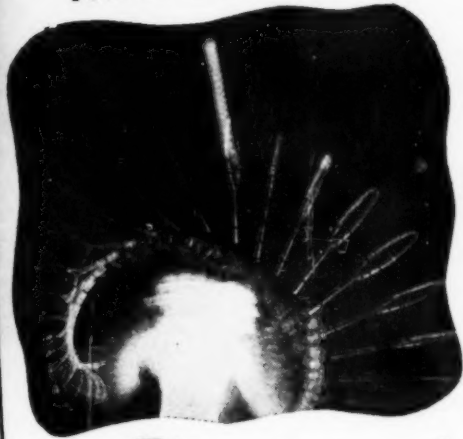
3. Adhere to a strict time schedule, regardless of the whims of the coaches. The elimination of undue delays is vital in sustaining interest.

4. Provide a good announcer and, if possible, a loud-speaking system. The spectators should be informed of the results, the running scores of the events being contested, and past performances of individuals and teams. Victory presentations in Olympic style add color and interest.

5. Stage the events so that everyone can see everything from any seat. This will help keep the spectators away from the competitive areas, thus allowing a better view by all. A special area should be provided for coaches and competitors. Clear the track of everyone but contestants and officials.

(Concluded on page 30)

What is this Tennis Stroke?



To find out ask for
**"TENNIS as taught by
 BILL TILDEN"**
 Keds Bulletin No. 9

If you are ambitious to become a champion, to play just good tennis, or only to "talk a good game," you'll want the newest Keds Bulletin—"Tennis, as taught by Bill Tilden"—just published by Keds Sports Department, United States Rubber Company.

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Perhaps you and your student leaders can make use of this new Bulletin. If so, just fill in and mail coupon below!

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1



2



3



4

THE FIRST BASEMAN

No. 1: Arrival at bag for throw from infielder; feet should straddle six inches in front of bag, ready for shift left or right (Nos. 6 and 7).

No. 2: Position for holding a runner on base; right foot at corner, left foot near foul line.

No. 3: Presenting a target when ball is fielded near plate; left foot on base, right towards second.

No. 4: Running along line in fair territory when ball is fielded near line and runner can be beaten to bag. Tag is with left foot.

No. 5: When ball is fielded away from line under similar conditions, baseman runs directly to bag and continues on into foul territory.

No. 6: Shift on throw to right side of bag. Baseman shifts right foot, tags outside corner with left.

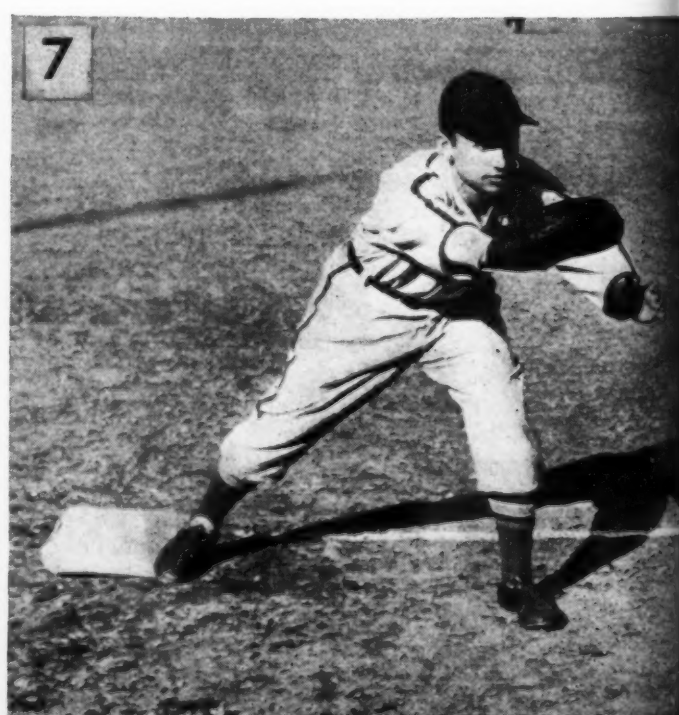
No. 7: Shift for throws to left. Shift is with corresponding foot, right foot tags inside corner.



5



6



7



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We do not propose to sacrifice the O'Shea reputation for fine quality which we have built up over the years for any reason. Our volume is reduced because we cannot get materials, but there will be no change in O'Shea quality. On that you can depend. O'Shea Knitting Mills, corner Elm and Franklin Streets, Chicago 10, Ill.

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Possessing a real aptitude, and backed by on-the-job professional training that Mutual Life provides, you can look forward to a career of neighborly service with unlimited opportunities for increased earnings. To help qualified men become established, we pay a salary for the first two years, after which you will enjoy liberal commissions, plus all the benefits of The Mutual Lifetime Compensation Plan, including a substantial retirement income at age 65. Mail the coupon today.

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Lewis W. Douglas,
President

GENTLEMEN:

Please send me your aptitude test.

Name

Address

S-3

Giving Track Box-Office Appeal

(Continued from page 26)

Place the judges and timers of the track events on either or both sides of the finish line, back far enough to allow the spectators complete vision.

Much of the congestion around the finish lines may be eliminated by having the competitors in the shorter races return to the finish line after racing and stand in their lanes until the judges render their decisions. This practice also saves wear and tear on the judge, who sometimes is called upon to chase his man halfway around the track.

6. Fill in any lulls between running events with special attractions. You may call attention to a particular field event, for example, thus throwing the spotlight on events and individuals that sometimes are scarcely noticed. Make sure these competitors are ready to perform in quick succession.

7. Inject some color, music, cheering, and showmanship into the meet. Anyone who has seen an indoor meet at Michigan State, the Illinois Relays with the Gymkana Show, the Purdue Relays, or a good outdoor meet on the Pacific Coast, knows the possibilities along these lines.

Colored sawdust on barren floor areas, brightly painted lane markings, school banners and flags (used for display or as markers), all lend color to a meet. School bands and cheerleaders also enhance the occasion.

8. Insert variety by adding special relays for certain classes or groups. Arrange one or two relay carnivals, with some field events where the total achievement of three or four men, rather than individual performance, counts in the scoring.

Organizations

Organize various types of track organizations. The strong bond among track men makes such organization relatively simple. Several ways and means of strengthening this bond and utilizing the power therein, follow:

1. Organize an association for graduate track men—the Spiked Shoe Club, the Winged Foot Club, etc. Whatever its name, it has unlimited possibilities in selling and promoting the sport. Periodic bulletins and meetings at strategic times will enhance the value of such an association. Here is a golden opportunity for those alumni who have

been clamoring for a chance to help the old school.

2. Promote and establish officials' groups. This group could very well be a subsidiary of the alumni track association. Organizational meetings before big meets are not only desirable but essential to the smooth running of the meet.

Selling track

Publicize and sell track. Newspapers would devote more space to track if they thought reader interest was there. Assuming that the public's interest can be aroused by well-coached, well-balanced track teams competing in well-organized, attractively staged meets, a few ideas on maintaining this type of organization are appropriate.

1. Organize a track program that fits into and takes advantage of the school's general athletic set-up. By working together, the coaching staff can stimulate interest in all sports. They should boost each activity as a supplement to the other. Also important is a complete understanding among coaches, faculty and administration.

2. Establish traditions and carefully preserve them. Alumni Day track meets; trophies named for famous graduates, classes or other schools; and yearly presentations for outstanding performance or improvement, are a few possibilities.

3. Strive for greater participation by the students. Out of every 100 schoolboys, about 50 have some track ability. Get them to "try their wings."

4. Provide a fall program of cross-country and track events, with competition between classes and groups. A fall decathlon or pentathlon is a particularly good means of uncovering hidden talent.

5. Provide competition for all in dual, relay, conference, district, and state meets. The greatest stimulant for increased effort comes from the knowledge and contemplation of an objective.

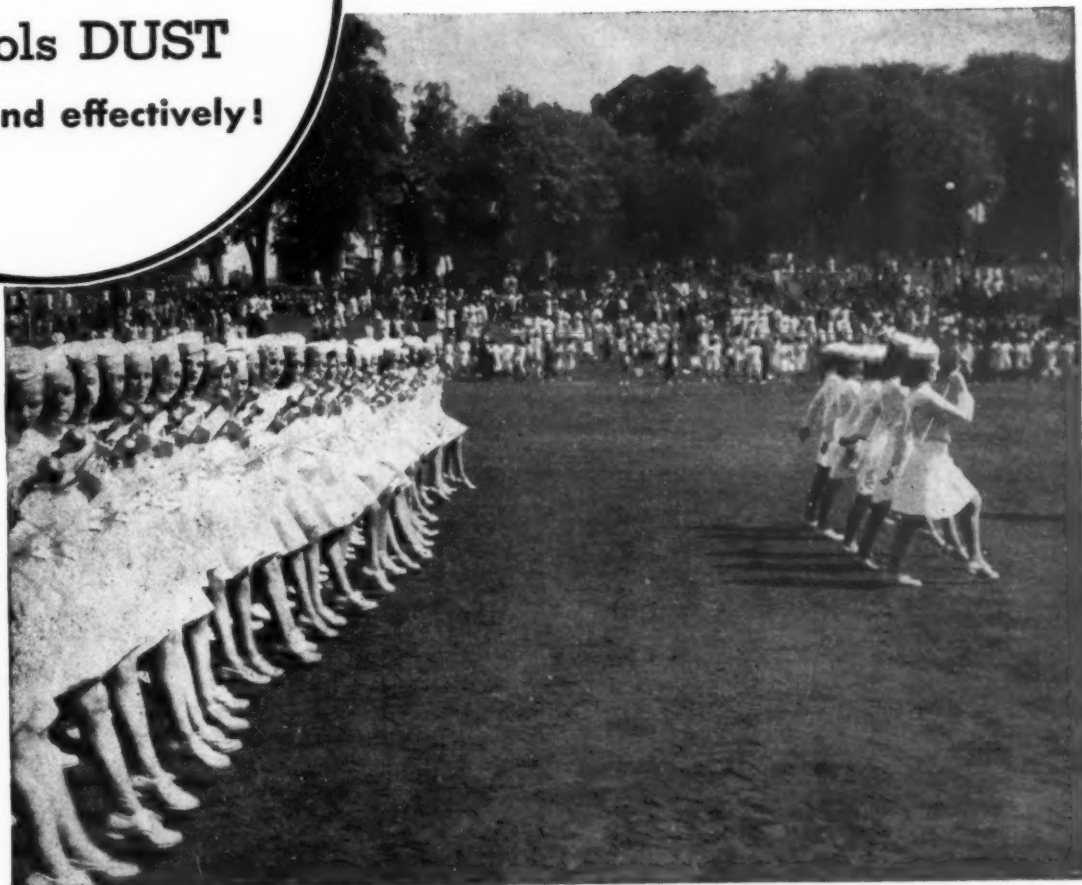
6. Create a fine esprit de corps. Make every member feel he is an important cog in the machine. Hard work is necessary for accomplishment, but workouts planned with care and a touch of psychology can do much to alleviate drudgery and increase fun.

An enterprising coach, with a willingness to work and a contagious enthusiasm, can "put over" the sport.

GULF

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Controls DUST
Quickly and effectively!



Exhibition drill at South Common, Lowell, Mass. Dust controlled effectively with Gulf Sani-Soil-Set. Note the clean, white appearance of uniforms and shoes.

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Highly Effective—Gulf Sani-Soil-Set eliminates dust annoyance completely immediately after application. No long waiting periods are necessary before the ground is ready for use. The dust allaying effect is accomplished by the action of the compound in adhering to and weighing down dust particles. In addition, Gulf Sani-Soil-Set possesses valuable germicidal properties.

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Easily Applied—Gulf Sani-Soil-Set is free-flowing, easy and pleasant to use. It can be applied by hand-sprinkling

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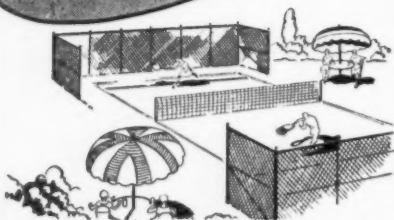
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Stewart PRODUCTS

The Stewart products shown below are available now, without a priority, to those participating in the U. S. Office of Education Victory Corps Program. And, in addition, wire window guards, wire mesh partitions and other products may be purchased for certain protective purposes. Complete details will be sent on request. When writing, please be sure to mention the products in which you are especially interested.



Baseball Backstop is 20' wide and 12' high with a 10' wing set at an angle on either side. The 4' overhang at top deflects upbouncing balls.



Tennis Court Backstops are available in heavy-weight construction only, and in one height, 12'. Sturdily built of Chain Link Wire, hot dipped galvanized.



Stewart Chain Link Wire Fence is available with or without barbed wire overhang arrangement. Style 3TH (three barbed wires) is shown. Style 5TH has five wires at top, and 0TH, no wires.

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FENCES

NATIONAL FEDERATION NEWS

IN AN attempt to determine state association policy and practice in connection with summer recreational activity, a questionnaire was sent to every member of the Federation. Here, briefly, is what the returns revealed:

1. Ten states sponsor baseball finals after many schools have closed for the summer. A few states hold their final track and field meet after the close of some schools. Practically every state association advises summer-sports sponsors on eligibility matters, especially in communities which place their summer programs in the hands of a high school staff member. Eight states sponsor summer clinics for coaches and contest managers.

2. Nearly every state reports a growing tendency to extend the services of the high school through the summer. In most cases, part of the school staff is retained to work with the community club or civic administration directing the activities.

3. Most state executives feel that present manpower and financial limitations make it inadvisable to consider summer programs. But nearly all of them think this is an excellent post-war project.

They believe there is little justification for immobilizing the school plant and staff, as well as the state association machinery, insofar as the community summer fitness program is concerned. All agree that since physical fitness is a year-round proposition, summer direction from some source is essential.

Massachusetts: At a recent meeting of the state association, Principal Mayo M. Magoon, of Framingham High, was elected secretary. He succeeds William D. Sprague, who, though retiring from active school work, will serve as treasurer.

Physical Fitness Council: Several of the men who have always been closely associated with state association and National Federation work have recently been appointed to the National Physical Fitness Council. Among those honored are: Lee K. Anderson, Oklahoma; David P. Snyder, California; Albert Willis, Illinois; and Julian Smith, Michigan.

The Council, which is made up of nationally recognized leaders in athletics and other physical fitness activities, functions as advisers in matters pertaining to the national physical fitness program.

Living War Memorials: During the past month, several thousand copies of the attractive booklet, *Memorials That Live*, were distributed to high school groups. The movement is sponsored by a national committee, which has a high school sub-committee headed by Owen Reed, editor of *Scholastic Coach*.

Further information may be obtained by writing to the American

Commission for Living War Memorials, 30 E. Broad St., Columbus 15, Ohio; or to Mr. Reed, *Scholastic Coach*, 220 E. 42 St., New York 17, N. Y.

Publications: National Federation publications for 1945-6 are now available or will be available next month. These include: Football Rules, Football Play Situations, Six-Man Football Rules, Football Player's Handbook, Basketball Rules, Basketball Play Situations, and Basketball Interpretation Meeting Bulletins.

These publications may be obtained from the state association office, the National Federation or from dealers. Quantities for use by all staff members and players may be secured at a very reasonable quantity price. The Football Player's Handbook (a new publication) is available at a special lot rate of 25 copies for \$1.50.

Washington: The high schools of Seattle were represented in the state basketball tournament for the first time, this year. In the past, they were ineligible, having never joined the association. Since joining, they have been cooperating fully with the state-wide activity program. A little too much so, to the discomfort of the older association members—in its first crack at state play, a Seattle school won the championship!

Wisconsin: To publicize properly the activities of the state association, a publicity agent has been employed to work with the state office.

This year, for the first time, the state final tournament was played under ideal conditions. The state university court was reduced to standard high school size (84 by 50) and the small fan-shaped backboards installed.

Wisconsin has followed the lead of Illinois, Iowa and other states in arranging for the installation of the small boards on the regular college towers. This isn't necessary in the Southwestern Missouri Valley and Rocky Mountain states, where most of the colleges have already converted to the new type board.

In the Big Ten area and in certain eastern conferences, the colleges have not yet made the change. Hence, if the high schools in these areas want to use the modern board, they must arrange for an interchangeable backboard attachment. With most towers, this is comparatively simple and the new attachments can be provided at small expense.

Colorado: Literary and music activities have been incorporated into the state organization, which is now the "Colorado High School Activities Association." Commissioner R. W. Truscott continues as executive officer, and other executive committee members are: President Glenn T. Wilson, Greeley; W. N. Greim, Denver; Carl Brumfield, Monte Vista; Paul Stevens, Wheatridge; and John Casey, Eaton.

(Concluded on page 36)

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Softball Batting and Bunting

(Continued from page 20)

choker, no Class A team can get along without one or two of these long hitters.

The timing of the swing, for all batters, is closely related to the stride. Too long or too short a stride throws the bat off center, causing pop-ups, fouls down the base-lines, foul tips, or complete misses.

The only way to perfect timing is through constant batting practice. In bringing the bat around, the shoulders should be kept squared. The bat should be swung on a level plane and the head should be kept steady.

The weight should flow behind so that the ball is met with the full weight of the body behind the bat. The wrists should be locked and the ball met just in front of the plate.

From beginning to end, the eyes should never leave the ball. The entire swing is a smooth, loose motion. Common faults are: overlong stride, step away from plate (into bucket), pulling head away from pitch, golfing, hacking, lifting rear foot, swinging too soon or too late, dipping back shoulder, lifting front leg too high, pushing instead of swinging, keeping arms too close or too far from body, and failing to turn wrists over after contact.

Bunting is a particularly potent weapon, due to the difficulty nearly all pitchers have in finishing in good fielding position. It takes plenty of practice to develop a good bunter both in baseball and softball. But more so in softball since the bat is smaller.

In using the bunt to get on base, Deep Rock has never paid much attention to direction. The nearness of the fielders and the difficulty in meeting the ball make a lightning start imperative. If the runner doesn't get away at the instant of impact, he won't have a chance to make first.

The good bunters concentrate so much on the getaway that they sometimes thrust one foot out of the box too soon. This, however, is a necessary risk.

On sacrifice bunts, direction is of the utmost importance. The batter should stay put until the ball has been actually met, and should have but one thought in mind—to advance the runner.

In my bunting drills, I have the batter take his stance without a bat. When the ball is released, he goes through the motions of a bunt, catching the ball in the hand that

ordinarily guides the bat (the right hand if a right-hand batter).

This gets him in the habit of placing the guiding hand directly in the path of the ball. Then, when he actually wields the bat, he will automatically place it in the right spot.

The ball is controlled by the angling of the bat. The bat is held parallel to the ground in front of the plate, with the hand nearest the handle end stationary. The other (guiding) hand slides up the barrel and angles the bat according to where the bunt is to be placed. The hands and arms give slightly upon contact.

If the guiding hand is farther ahead of the body than the other, the ball will go down the third-base line for a right-hand batter or down the first-base line for a left hander. The principle is reversed where the guiding hand is closer to the body.

When attempting to sacrifice a runner from first to second, it is well to keep the ball on the third-base side of the diamond. The idea is to pull the third baseman away from the bag, making for a long throw.

A well-executed bunt down the third-base line sometimes allows the runner to advance to third, especially if the third baseman doesn't quickly return to his bag and the shortstop or catcher doesn't cover it for him.

To sacrifice a man from second to third or from third to home (squeeze play), always try to keep the ball on the first-base side. These are not hard-and-fast rules. They depend in considerable part upon defensive weaknesses.

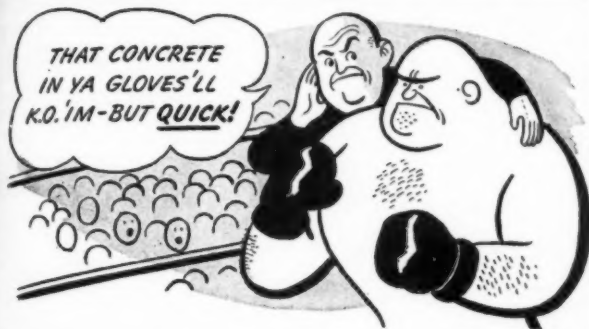
Place hitting

Place hitting is very rare in Class A softball; it's just too tough. Since the punch hitter has better control of the bat, he usually is more adept at it than the swinger.

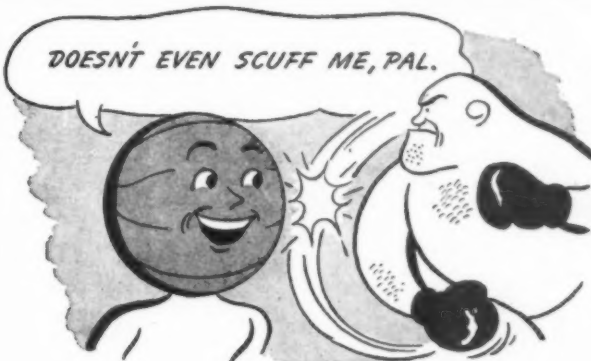
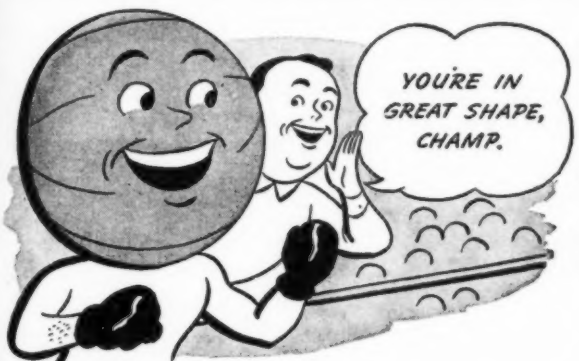
There are two ways of executing this trick. One is a change in the hitter's ordinary stride. A step toward right field tends to give that direction to the ball. A step slightly in the direction of left field will pull the ball into that garden. This applies to right-hand hitters.

Another way of doing it is to slow down or speed up the swing. A dead right or left field hitter can become quite adept at place hitting by using a heavier bat to slow down his swing.

The only time I encourage place hitting is on the hit-and-run. Some-



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Alta-Co. POWDER

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(Continued from page 34)

times, however, it can be attempted when an extra base hit is badly needed and your first man up is particularly good at it.

Let us suppose there is a runner on first with one or two out. The man up is a fairly good batter, and the count is no strikes and two balls or one strike and three balls. (Never hit-and-run unless the pitcher is behind the batter.)

It may be assumed the pitcher will ease up to get the ball over. As the ball leaves his hand, the runner takes off. The batter attempts to hit over the infield into right or right center-field, enabling the runner to reach third easily. Sometimes a fast runner may score on a long single.

The hit-and-run is a beautiful offensive maneuver, but is very difficult to execute. The situation must be just right and both the hitter and the runner must carry out their roles flawlessly.

For my part, I prefer the sacrifice, on the chance the next hitter will come through or the defensive team will err. I think the percentage is much more in your favor.

It must be remembered that, to

avoid tipping off the play, the bunter or place hitter should take his regular stance in the box. Any shift should be made just as the pitcher releases the ball.

The direction of offensive strategy should be vested in the third-base coach.

The arranging of the batting order is extremely important in realizing the team's maximum scoring potentiality. It is here and in the execution of strategy that the manager or coach proves his real worth.

To lead off, I look for a fast left-handed hitter, preferably a short man, as shorties are harder to pitch to. He must be a good bunter and a good waiter, as well as a fairly good punch hitter.

The second hitter should be, above all, a good bunter. But he also should be able to look 'em over and lay down a bunt.

No. 3 is my most consistent hitter. Nos. 4 and 5 my power boys. I bunch my best remaining hitters directly behind No. 5 to concentrate my scoring punch. The weaker hitters bring up the rear, with the pitcher in the No. 10 spot. Hence, a change in pitchers will not disrupt the batting order.

National Federation News

(Continued from page 32)

Maine: A carefully prepared bulletin giving all state tournament details was distributed to every school before the series got underway. Here are a few interesting items:

1. The small fan-shaped board was used in all tournaments.
2. No consolation games were played.
3. A basketball was awarded to each tournament winner.
4. The last-bilt type molded ball was used.
5. Each tournament was covered by liability insurance.

OUR high school groups are devoting a great deal of attention to the possibilities of expanding their baseball programs. While most states confine their programs to April and May, several states are now also offering a well-organized fall program. A few state associations even give some direction to summer baseball, sharing the sponsorship with community or industrial organizations.

One outgrowth of this interest is a fine cooperative arrangement between the high school groups and organized baseball.

The tangible results of this alliance include:

1. Reasonable efforts to outlaw any type of solicitation, contract or try-out activity which might make a high

school boy ineligible. All baseball clubs have been requested by league officials to check questionable cases with the high school organization.

2. A baseball talent team made up of nationally known experts has been organized to assist at summer clinics for high school coaches and contest managers.

3. Baseball motion pictures are being provided to aid high school associations in servicing baseball groups in their states. Two good films are available. One is *Inside Baseball*, which illustrates the fundamentals some in slow motion. The other film is *World Series of 1944*, which gives the highlights of the last classic.

4. Through the combined efforts of the various groups, a National Federation edition of the baseball rules is now available. The professional code was, and is, not entirely satisfactory for school use. The 71 rules statements are not offered in a form suitable for sports courses and skull sessions.

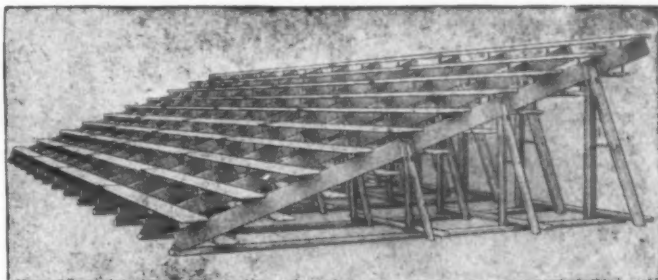
The new high school rules book offers a simply written, logically arranged code suitable for school use.

5. The Joint Baseball Committee has also been active in assisting schools and communities in planning playing fields and playgrounds in connection with the living war memorial movement.

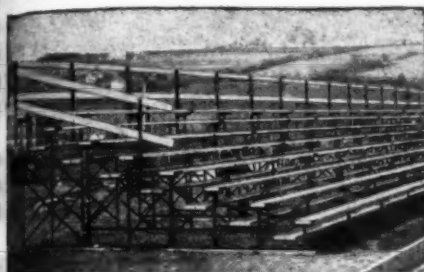
—H. V. PONT

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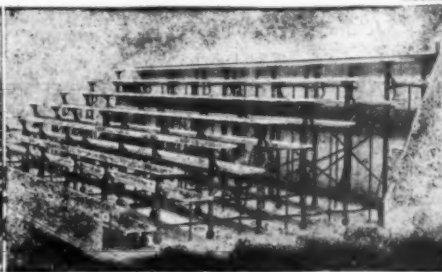
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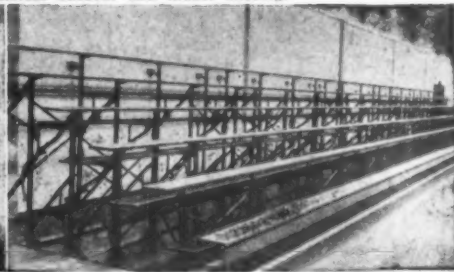
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Coaches' Corner

Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 E. 42 St., New York 17, N. Y.

If Danny Gardella, the Giants' screwball outfielder, isn't cutting up any more, it's because he got it in the neck. It happened in spring training. Johnny Rucker blew into camp with a neck-stretching apparatus, designed to relieve the pressure of a couple of fused vertebrae. The gadget consisted of an iron bar and a felt-lined noose, suspended by a rope from a rafter.

Danny, who is inches shorter than Rucker, insisted upon trying out the de luxe hanging machine. So his teammates hoisted him into the noose—then walked out on him! After Danny's curiosity was sufficiently stretched, he was released, more dead than alive, with his adventuresome spirit crushed forever.

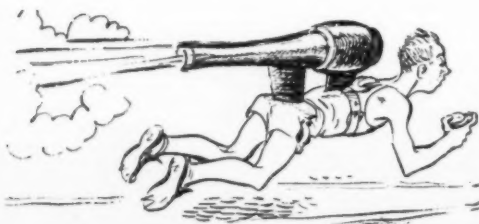
Our indefatigable rules impresario, H. V. Porter, tells us we pulled a boner in our high school track and field records for state final meets (March, page 26). He writes, "You

say West Virginia has a 440-record of 41.2. Don't know whether this is an error in their reporting or a slip-up in your proof-reading. At any rate, we can safely assume they do not own a rocket-equipped quarter-miler who can do 41.2. It should be 51.2."

College hoop coaches who went mad planning defenses against Oklahoma A. & M.'s 7-ft. Bob Kurland the past two seasons, will go twice as nuts next year. For the Aggies expect to have a 7-4 operative! Coach Iba refuses to disclose the super-dreadnaught's identity. All he says is that the boy is a Southerner and his name is Mullineaux.

Pardon us while we pat ourselves vigorously on the back. We just got a fan letter from a Monsieur Pierre H. Couroulou, of Paris, France. We don't know who he is. But he certainly knows who we are. He wants a flock of back issues containing action pictures of "field and track events," especially on the high jump, for "our teams in France." Pierre may well be olympic coach, sports coordinator or some other exalted sports official.

Rogers Hornsby, perhaps the greatest right-hand hitter of all time, who will conduct a baseball school for Chicago youngsters this summer, went to the movies recently, and noticed an elderly man groping about on the floor. A woman in a nearby seat asked the searcher what he had lost.



"Why, I lost a caramel," he sputtered.

"You're going to all this bother for a caramel?" she asked.

"Yes," was the reply. "You see, my teeth are in it." That's what you call getting your teeth into a story.

During a bout between Otto Sealoff and Chappy Jones many years ago in the Chicago Athletic Club, Chappy took a solid hook on the jaw and crumbled to the canvas. Referee George Siler bent over the boxer and started the count. At six he paused, noticing Chappy's eyes were open. "Do you intend to fight any more?" he asked.

"You bet, Mistuh Siler. But no moh tonight."

During one of Wallingford, Vt., High School's league basketball games, a Wallingford sub came into the game, took a pass, pivoted and dribbled in for a perfect lay-up shot—into the opponent's basket! "Soon as the ball was put into play again," writes Coach W. K. Lindsey, "one of our opponents received a pass and dribbled in to our basket for a goal! Some called it confusion, others good sportsmanship."

Every spectator at the national A.A.U. hoop tourney this year rooted heart and soul for the Bushnell General Hospital five of Brigham City, Utah. The entire team was comprised of wounded war veterans, all wearers of the Purple Heart.

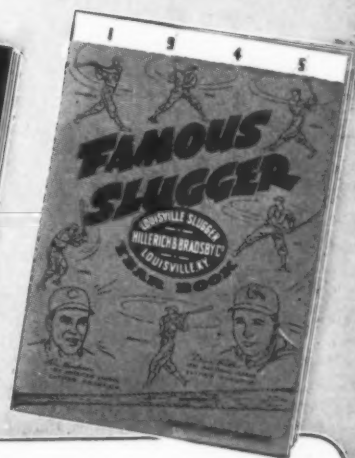
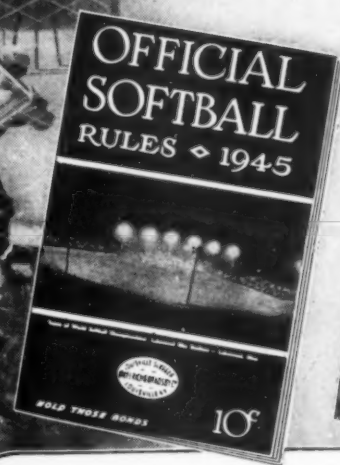
During a spring baseball practice, reports athletic director John W. Hoffman, of Morrisville, Pa., High, a student named "Mortimer," was waiting his turn at bat. The coach noticed the batting practice pitcher tiring. So he turned to Mort, who has a very strong arm, and said, "How about throwing some up, Mort?"

Mort dropped the bats he was holding and asked for some baseballs. Then, to everybody's amazement, he went off to one side and started tossing the balls up into the air and catching them!

Ever hear of a basketball team that trained on stale tobacco smoke? Of course not, unless you hail from Kingston, R. I., home of the famous

(Continued on page 41)

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BASEBALL RULES (National Federation Edition). Pp. 40. Chicago: National Federation.

THIS edition of the baseball rules is part of the national joint committee's program to stimulate the game in our high schools. Codified by the National Federation assisted by representatives of the major and minor leagues, the playing regulations are the same as for any other baseball group, but in a form suitable for the school program and consistent with the form used in schoolboy codes for other major sports.

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Coaches' Corner

(Continued from page 38)

Rhode Island State speed demons. The Rhodies, a perennial Madison Square Garden favorite, have always been hampered by the smoke clouds in the New York arena. So, this year, upon being invited to the national invitational tournament, Coach Kearney decided to do something about it. He rigged up a smudge pot for stale tobacco and gave his team lessons on how to breathe in a smoke-filled arena!

With billows of smoke all around them, the Rhodies practiced running up and down the court. The scheme worked. In their first game against fourth-seeded Tennessee, the Rhodies played the entire 40 minutes without a substitution and ran the Vols off their feet.

The "disease" is catching—and isn't it wonderful! A few years ago, Ohio State astonished the grid world by signing up two high school coaches—Paul Brown and Carroll Widdoes. Both came through with a bang, and the Scarlet and Gray banner has been flying high ever since.

Now the practice is spreading. Last month, U.C.L.A. and C.C.N.Y. both signed up schoolboy coaches—Bert La Brucherie and Lou "Red" Gebhard, respectively. Bert made good in Southern California schoolboy ranks, while Red hit the bull's-eye in New Jersey.

From up Adams, Mass., Senior High way, Coach Art Fox comes through with this nifty. "On the afternoon before the New England basketball tourney in the Boston Garden, my team and East Providence High were tuning up their shooting eyes on the transparent glass boards. Both teams found the glass boards disconcerting because of the unaccustomed depth beyond. After the practice, one of my players asked a negro player from East Providence how he liked the transparent boards.

"Boy," the kid grinned, "I'm gonna sit my cousin back of those boards to-night, so I can see that basket."

Picking the greatest football coach of all time is about as easy as throwing a strawberry through a battleship. Dick Romney, the famous Utah State athletic director, is too smart for that. He groups them according to specialties. Here's his list of all-time coaching greats:

Offense: Zuppke, Crisler, Schmidt, Shaughnessy, Warner, and Waldorf.

Defense: Bierman, Kipke, Spaulding, and Bible.

Fundamentalists: Jones, Allison, Wade, and Snaveley.

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From a letter written by a GI somewhere in the Marianas: "Air raids



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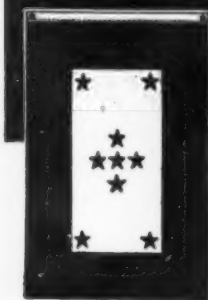
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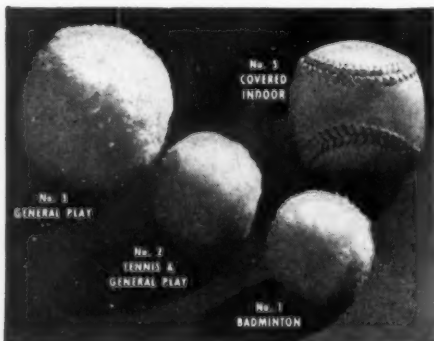
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8304 S. E. McLoughlin Boulevard Portland 2, Oregon

have developed a new type of calisthenics for the Army out here. Some of the guys are best at the High Explosive Hop or the Foxhole Dive, which is either a full twist and/or a half gainer. But I excel in the Strafing Scramble, which is hugging the ground on all fours and dashing rapidly off in all directions at once."

The clipping Fred Vinson, new chairman of the RFC, treasures most is the report of a baseball game in which he played against Duke University. In that game, he got three hits, participated in three double plays, made a spectacular catch of a line drive, ran into left field for a fly, and broke up the game with a homer. The headline of the story next day read: "Prichard Stars in Duke Game."

Bobby Coltrin, Phillies' scout, tells this one about the old codger who asked him to drive to a small town to look over a helluva hitter. Before going, he asked the codger a few questions, mostly about the player's hitting.

"Can he hit?" the old-timer chortles. "Yesterday the pitcher fires a high, hard one, outside and above his head, and this boy whacks the ball 40 corn rows. The next time at bat the pitch comes in close, almost clipping his chin, and the batter slams one over second that woulda drug the second sacker to the fence had he got in front of it. The third time at bat the pitch comes in low and outside and he smashes it 40 corn rows again."

"Yeah?" Bobby interrupts. "But how is he on low and inside pitches?"

"Low and inside?" the old-timer scoffs. "Why, man, that's just where he gets his power!" (Thanks to John Mooney, Salt Lake Telegram, in *The Sporting News*.)

"During my three years in the Army, prior to my discharge in October 1944, I began collecting official guides for all sports, going as far back as I could. I sent several hundred or more to boys in the service, and I would like to continue doing so. Recently, in one mail, I had requests from India, New Caledonia, Texas and California.

"Could you run a short notice in *Coach's Corner* to round up a few more guides for me? The most desired are football, basketball, baseball and track. Any year as far back as the year one will do fine. I am willing to pay postage on these.

"They may be mailed to me at Box 188, Dover, Ohio. Sincerely yours, R. R. Poling, Lt. Q.M.C., A.U.S. (Ret.)."

Okay, fellers, here's a real worthy cause. Dig those old guides out today. Can you think of a better home for them? Incidentally, former Lt. Poling is now a physical ed instructor at Dover High School. He sounds like a real o.k. guy.

One more month to go! Keep those contribs coming. How about some baseball stories?

Improve your game with

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Post War Sports

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LEMS
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least 10-20 minutes a day. By "dry" shooting, I mean going through all the motions, down to the trigger squeeze, without shells in the rifle. This orients the boys to the basic positions, and conditions the muscles to the unnatural strain.

After a week of "dry" shooting, a boy can hold his rifle "right up there" without twitching. The saving in ammunition is considerable. The Marines go in big for this type of training.

I don't like my boys to dawdle during practice. I demand that they keep their rate of firing within the regulation time limit.

Beginners especially are disposed to desultory shooting. As a result, in actual competition they find themselves rushed to keep within the time limit. The effect on their scores, as you'd expect, is disastrous.

Veteran shooters, on the other hand, suffer from over-confidence, and shoot too fast. I advise them to strive for perfection and use all their allotted time.

All shooters, under all conditions, should regulate their rate of fire, so that they have ample time to relax, aim carefully and squeeze the trigger between every shot.

Shooting Stars

(Continued from page 16)

Coaches who insist upon this in practice won't be bothered by it in competitive situations.

I insist that every shot should count. No alibis are possible. Nobody holds the rifle for you. The target is steady. The rifle is sure. You can't blame anybody but yourself for poor shooting. If a boy is indisposed, I'd rather have him stay away from practice than to come and waste a lot of ammunition.

Safety is stressed every minute of our practice. Since carelessness is always to blame for rifle or pistol accidents, I bring in newspaper clippings of such episodes and point out how the accidents could have been averted by the proper safety precautions.

Although I assume all responsibility on the firing line, I have my better kids help in the coaching of the newcomers. I discourage all individual idiosyncrasies, insisting upon adherence to standard, time-tested shooting habits.

I have no original ideas on shooting. I want my boys to line up their

sights, hold their breath, squeeze the trigger, and call the shot. The boy should be able to tell you just where he hit. If he keeps calling his shots incorrectly, better check. Either he doesn't know what he's doing or he is shutting his eyes.

While six boys are shooting, the others wait in the anteroom. They may practice "dry" shooting, receive instruction from the older boys, clean their rifles, or do their homework.

In preparation for meets, I line up the targets for both teams and check the range for cleanliness and lighting. I assign a room for the official scorers. No one is allowed to enter but the officials.

I also put up a blackboard in the anteroom, and assign a boy to mount the scores as soon as they're passed along by the officials. Both the boys and the visiting coaches have always appreciated this service. Both teams want to know how the other is doing.

I keep complete records of every meet. Hence, if we meet a school two years in a row, I know exactly what its veterans can do. As an incentive, I give each of my boys a man to beat. I tell each to concentrate on beating his man.

THE GAME'S WORST PENALTY-
**"BENCHED FOR
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The longest periods of "time out" - in any game - are caused by injuries. Bruises, sprains, strains!

That's why more and more trainers are turning to Antiphlogistine. This ready-to-use medicated poultice helps shorten your athletes' stay on the bench.

comfortably hot Antiphlogistine

pack supplies valuable Moist Heat for many hours. Helps relieve pain, swelling and soreness - without interrupting the athlete's rest.

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The Denver Chemical Mfg. Company
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Write in for Your FREE Booklet - "Athletic Injuries"

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August 27-September 1 — at

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Carroll Widdoes — Ohio State — Coach of Big 10 Champions — Outstanding H. S. Coach for 9 years.

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COACHING SCHOOL DIRECTORY

COLORADO H. S. COACHES ASSN.—Denver, Colo. Aug. 20-24. Myron Willett, director. Courses: Football, Basketball, Track, Wrestling. Staff: To be selected. (See adv. on page 46.)

DETROIT BASEBALL SCHOOL—Briggs Stadium, Detroit. June 28-30. Staff: Detroit Tigers.

IOWA H. S. ATHLETIC ASSN.—Clear Lake, Iowa. Aug. 19-24. Lyle T. Quinn, director. Courses: Football, Basketball, Track, Baseball. Staff: Fritz Crisler, Adolph Rupp, Chuck Hoyt, others.

INDIANA BASKETBALL SCHOOL—Logansport, Ind. Aug. 23-25. Cliff Wells, director. Staff: Glenn Curtis, Loren Ellis, Burl Friddle, E. N. Case, Ed Kellow, Wayne Wakefield, George Bender.

KANSAS COACHING ASSN.—Topeka, Kan. Aug. 20-24. E. A. Thomas, director. Courses: Football, Basketball, Track, Baseball, Training. Staff: To be selected.

NEBRASKA H. S. ACTIVITIES ASSN.—Lincoln, Neb. Aug. 15-18. O. L. Webb, director. Courses: Football, Basketball, Six-Man Football, Track. Staff: Lynn Waldorf, A. J. Lewandowski, Bruce Drake, Reeves Peters, Ed Weir.

NEW YORK H. S. ATHLETIC ASSN.—Clinton, N. Y. Aug. 27-Sept. 1. Phil Hammes, director. Courses: Football, Basketball, Six-Man Football, Baseball, Track, Training. Staff: Carroll Widdoes, Ed McKeever, Rae Crowther, Ozzie Cowles, Lou Alexander, Emil Von Elling, Ray Duncan. (See adv. on this page.)

OHIO STATE U.—Columbus, O. June 19-July 25. L. W. St. John, director. Courses: Football, Basketball. Staff: Carroll Widdoes, H. G. Olsen.

OKLAHOMA ST. COACHES ASSN.—Oklahoma City, Okla. Aug. 20-24. Leo K. Higbie, director. Courses: Football, Basketball. Staff: Clark Shaughnessy, Bobby Dodd, Louis Menze, Jim Lookabaugh.

PENN STATE COLLEGE—State College, Pa. Main Session. July 2-Aug. 10; Post-Sessions, Aug. 13-31, Sept. 3-21. Courses: Health Education, Recreation, Physical Ed., Athletics. Staff: College Faculty. (See adv. on page 46.)

TEXAS H. S. COACHES ASSN.—Abilene, Tex. Aug. 6-10. Howard Lynch and Bill Carmichael, directors. Courses: Football, Basketball, Physical Ed., Training. Staff: Dutch Meyer, Skip Palrang, Tom Dennis, Bill James.

U. OF FLORIDA—Gainesville, Fla. Aug. 9-11. Tom Lieb, director. Courses: Football, Basketball, Track. Staff: Tom Lieb, Spurgeon Cherry, R. G. Pitman, Percy Beard.

U. OF IOWA—Iowa City, Iowa. June 13-Aug. 8. E. G. Schroeder, director. Courses: Football, Baseball, Basketball, Track, Physical Education.

UTAH ST. AGRICULTURAL COLLEGE—Logan, Utah. June 11-15. E. L. "Dick" Romney, director. Courses: Football, Basketball. Staff: Jeff Cravath, Everett Dean.

WISCONSIN H. S. COACHES ASSN.—Madison, Wis. Aug. 22-25. Clark Van Galder, director. Courses: Football, Basketball, Physical Fitness. Staff: Bo McMillan, Harry Stuhldreher, Bud Foster.



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Specify Horn Folding Gym Seats and Horn Folding Partitions for your new, postwar gym and for revamping present facilities. Orders will be processed as rapidly as wartime restrictions permit.

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"Tennis can work wonders in keeping you fit," says Vinnie Richards — holder of 30 Tennis Championships. To help you improve your game he offers you his new tennis book based on his own tournament experience. 36 fast action shots. 4 photos of winning grips. Suggestions in court tactics and strategy valuable even to experts. Latest official rules of the game. Clip the coupon now. Send for your FREE copy today!

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Please rush me that FREE Dunlop tennis book: "Stroking with Vincent Richards."

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DUNLOP

ORGANIZING A COACHING SCHOOL

AFTER years of inactivity in the way of summer coaching schools, the New York State Public High School Athletic Association this year decided to provide its members with another opportunity to study under prominent college coaches.

Several excellent reasons account for this change of heart, chief among them being the need to aid the many new war-time coaches.

After a questionnaire-survey confirmed beyond doubt the interest of the coaches, state sponsorship was secured and a coaching school committee, composed of Central Committee members and the Football Committee Chairman, was formed.

Several committee members attended the annual National Federation meeting in early January, and returned with excellent suggestions from men with coaching school experience in other states, particularly Kansas and Iowa.

Criteria for selecting the school site were based on central location and availability of facilities. Hamilton College proved an excellent choice, having ideal athletic facilities, a most cooperative athletic administration and a location accessible to large railroad and bus terminals, yet set off from disturbing elements.

The college appointed a committee to work with the coaching school committee, and we were all set.

The faculty was selected after considerable study. Men prominent in the coaching field, yet close enough to the interscholastic program to thoroughly understand it, were finally selected. All are outstanding men with excellent records and recommendations.

While the school has been organized chiefly for members of the state association, others will be welcomed until the quota is reached. The fee for non-association members is somewhat higher, since the school is a non-profit venture.

In this manner, the New York association is providing an outstanding school not only for local coaches but for all coaches interested in furthering their knowledge.

At the same time, the school will provide an opportunity for discussion of state athletic problems, the renewing of old friendships and the forming of new. This chance to get together is particularly needed in New York, since the state does not sponsor state championships.

—KURT BEYER

rugged and ready

McArthur School Towels —
the Super-Turk and Super-Gym —
are gentle to the skin yet rugged
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service. Ready — when victory
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Wide variety of courses applicable toward baccalaureate, advanced degrees, and certification in:

**HEALTH EDUCATION
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Special courses in Methods and Principles of Athletic Coaching; Intramural Athletics; and Athletic Problems in Schools.

Inter-Session

June 11 to June 29

Main Session

July 2 to Aug. 10

Post-Session

Aug. 13 to Aug. 31

Sept. 3 to Sept. 21

Recreational opportunities abundant; excellent accommodations. For descriptive announcement address:

Director of Summer Sessions
The Pennsylvania State College
State College, Pa.

Third Base

(Continued from page 11)

runner, yell "Stay there!" to the pitcher and wait for the shortstop to cover third. When he does, go deep into foul territory to recover any wild throw.

Keep the pitcher out of as many plays as possible. Save all the wear and tear on him you can.

Runner on second, ground ball: With less than two out, fake a throw to second to drive the runner back, then throw to first. If the runner on second starts toward third and stops, chase him back to second and tag him out (if you can do so), before the hitter reaches second. Sometimes you may lure a runner into the play by faking a throw to first.

On all run-downs, chase the runner back to the base he left, making the putout with as few throws as possible.

General tips

1. Whenever you find two runners on third, tag both and yell "You're out!" Technically, of course, the runner who originally occupied the bag is safe (unless he was forced at home). If he doesn't know the rules, however, you may bluff him into walking off the bag. Tag him quick—and he'll really be out.

2. Let the shortstop take any flies back of third he can comfortably reach. He can make these catches more easily than you.

3. Don't let the pitcher or catcher take any high infield flies you can comfortably reach.

4. Back up the pitcher on all throws from the first baseman.

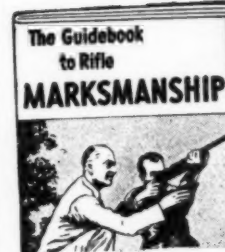
5. Watch every runner rounding third to see that he touches the base. If you have no assignment, stand toward the diamond corner of the bag, thus forcing the runner to swing around in a wide arc.

6. With runners on first, first and second, or bases full, and a bunt in order, keep the trap-ball play in mind. The infield fly rule does not apply on bunts.

7. When both the shortstop and second baseman go out for a fly, with no one on base, cover second in case the ball is dropped and the batter tries to take two.

8. If, with a man on second, both you and the pitcher go for a bunt, and the pitcher makes the field, yell "First" to the pitcher, to make sure he doesn't turn toward third.

9. "Talk it up," keep encouraging the pitcher. But shut up as soon as the ball leaves his hand. Concentrate on the batter.



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sponsored by the National Rifle Association, to train citizens in the use of rifles. Send TODAY for above 48-page FREE booklet, and details on how to get this expert rifle training.

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Colorado High School Coaches Assn.
COACHING SCHOOL AND ALL-STAR FOOTBALL GAME

University of Denver, August 20-24

ALL STAR GAME AUGUST 24
D. U. STADIUM 8:15 P. M.

For further information, Write N. C. MORRIS
1532 Madison, Denver 6, Colorado or
C. W. Hubbard, D. U. Stadium, Denver 10, Col.

Wanted: TEACHER—COACH

To Teach Physical Education
To Coach Football, Basketball, Baseball
Write Immediately

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161 W. 61 ST., NEW YORK 23, N. Y.
(Please inclose any records or references)

WANTED! A Teacher-Coach

Qualifications: High School Teacher
Coach football-basketball-baseball

Apply to

IONA SCHOOL, New Rochelle, N.Y.

—TRAMPOLINING—

America's Newest Sport—New Workout Pleasure—
Fascinating—Body Building—Develops Co-ordination and Control. Adopted By Educators. Write for free literature:

"TIPS ON TRAMPOLINING"

GRISWOLD & NISSEN
1807 2nd Ave. SE Cedar Rapids, Iowa

Army Reconditioning

(Continued from page 9)

The greater portion of the day is devoted to physical reconditioning. At least once daily the students exercise in the outdoor or indoor gymnasium. Twice a week, on Tuesday and Thursday afternoons, they go swimming.

Calisthenics, group games, hikes, military drills, obstacle-course running, comprise some of the physical activities each patient pursues. By the time he is ready to return to full field duty, he has negotiated both the primary and advanced obstacle course and has hiked fifty miles in a week.

There are always some students who have been injured so severely they cannot return to their former military job. These men are interviewed by the personnel psychologist, who writes a complete report on the man's attitude and condition and makes recommendations for reclassification or reassignment.

Although the students are free after 6 P. M. until bed-check at 11 P. M., special activities are offered them. The Red Cross runs a special movie program on Tuesday and Thursday evenings at 8 P. M. The hospital chaplain contributes to the reconditioning program by spending every Wednesday evening with the students. Here they have the opportunity of asking any question of him or of any of his distinguished visitors who have included some of the highest officers of the post.

Every Sunday is leave-taking. Most of the 50-odd students returning to duty will tell you they never felt so well. They came into the hospital ill or wounded, broken in body and spirit. They leave the reconditioning section strong in body, completely recovered, at ease, and ready to do their part in the battle to which they are dedicated.

What has reconditioning accomplished?

To quote an important circular from the surgeon general's office, Circular No. 168:

1. Men were returned physically fit for full duty.

2. Readmissions to the hospital have been reduced.

3. The period of convalescence has been shortened in certain cases of acute infections and contagious diseases.

4. The necessity for sick leave has been largely eliminated.

5. Morale and fighting spirit has been improved.

Uncle Sam is definitely taking care of his own.



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☐ Crowdon and Custer
☐ C. V. Mosby

COACHING SCHOOL INFORMATION

- ☐ Colorado H. S. (46)
☐ N. Y. State (44)
☐ Penn State (46)

CONSOLIDATED LABS. (37)

- ☐ Information on Rubber
Burn Remover

CONVERSE RUBBER (6)

- ☐ Complete Dunkel
Summary for 1944-45

DENVER CHEMICAL (43)

- ☐ Handbook, "Athletic
Injuries"

DUNLOP TIRE & RUBBER (44)

- ☐ Booklet, "Stroking with
Vincent Richards"

EAGLE REGALIA (42)

- ☐ Catalog on Sport Emblems, Medals, Cups, Trophies, Badges

GRISWOLD & NISSEN (46)

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- ☐ Booklet "Sani-Soil-Set for
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- ☐ Official Softball Rules
☐ Famous Sluggers Year Book

HORN MFG. (44)

- ☐ Information on Folding
Bleachers

ILLINOIS MUTUAL (48)

- ☐ Information on Athletic
Sports Insurance

E. P. JUNEMAN (42)

- ☐ Booklet, "Badminton
and Tennis Strokes"

KAHNFAST ATHLETIC

- FABRICS (47)
See ad for Nearest
Uniform Maker

BRADLEY M. LAYBURN (42)

- ☐ Information on Gym and
Playground Apparatus,
Portable Bleachers

LINEN THREAD

- (Inside Front Cover)
☐ Folder on How to Make
Sports Nets Last Longer

MacGREGOR-GOLDSMITH (19)

- ☐ Catalog

McARTHUR & SONS (45)

- ☐ Post-War School Towel
Plan

FRED MEDART (4)

- ☐ Book, "Physical Training,
Practical Suggestions for
the Instructor"
☐ Booklet, "Physical
Fitness Apparatus"

O. F. MOSSBERG (46)

- ☐ Booklet, "The Guidebook
to Rifle Marksmanship"

(Numbers in parentheses denote page on which advertisement may be found)

SEE PAGE 48 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

ATHLETIC SPORTS INSURANCE

For Boys and Girls—From Age 10

For several years the Illinois Mutual Casualty Company has issued Athletic Sports Accident protection to grade and high school, college and university athletes at a popular premium.

As increased volume and experience justified, the policy coverage and benefits have been broadened and liberalized from time to time.

A new policy with increased benefits is being studied by the company for the school year 1945-1946.

Please see our ad in the September and October issues of the Scholastic Coach for our new and improved plan of Athletic Sports Accident protection for your athletes, or mail inquiry now and as soon as the new plan is completed we will send you the information direct.

Illinois Mutual Casualty Company

Home Office—Peoria 2, Illinois

ACCIDENT • SICKNESS • HOSPITAL • ATHLETIC SPORTS
INSURANCE EXCLUSIVELY

SCHOLASTIC COACH MASTER COUPON

(See page 47 for other listings)

(Numbers in parentheses denote page on which advertisement may be found)

- | | | |
|--|--|---|
| MUTUAL LIFE INSURANCE (30) | RAWLINGS (3) | SPORTING GOODS, INC. (17) |
| <input type="checkbox"/> Aptitude Test | <input type="checkbox"/> Sports Catalog | <input type="checkbox"/> Information on Official Softballs |
| NATIONAL SPORTS (42) | REGALIA MFG. (42) | STEWART IRON (32) |
| <input type="checkbox"/> Catalogs: Bases, Mats, Rings, Training Bags, Wall Pads, Pad Covers | <input type="checkbox"/> Illustrated Catalog and Price List on Service Flags, Plaques, Emblems | <input type="checkbox"/> Information on Backstops |
| OCEAN POOL SUPPLY (41) | REMINGTON ARMS (2) | UNIVERSAL BLEACHERS (37) |
| <input type="checkbox"/> Information on Trunks, Klogs, Kick Boards, Nose Clips, Caps | <input type="checkbox"/> Instructor's Manual on Operation of a Rifle Club | <input type="checkbox"/> Information |
| OREGON WORSTED (42) | JOHN T. RIDDELL (Inside Back Cover) | U. S. RUBBER (27) |
| <input type="checkbox"/> Information on Flying Fleece Recreational Balls | <input type="checkbox"/> Information on Helmets, Footballs, Basketballs, Shoes | <input type="checkbox"/> Booklet, "Tennis As Taught by Bill Tilden" (Limited supply) How many for squad ... |
| PENNA. SALT (23) | SEAMLESS RUBBER (21) | VOIT RUBBER (35) |
| <input type="checkbox"/> Free Sample of Tilite | <input type="checkbox"/> Booklet, "My Method of Taping Athletes," by Fred Driscoll | <input type="checkbox"/> Catalog on Rubber Covered Athletic Balls and Equipment |
| PETERSEN & CO. (46) | SOLVAY SALES (41) | <input type="checkbox"/> Illustrated Price List |
| <input type="checkbox"/> Catalog on Gym Mats, Wrestling Mats, Boxing Rings, Mat Covers and Prone Shooting Mats | <input type="checkbox"/> Folder, "For Cleaner, Weedless, Dust-Free Play Areas" | WAYNE IRON (39) |
| | SPALDING & BROS. (1, 24) | <input type="checkbox"/> Booklet, "Speaking of Postwar Plans" |
| | <input type="checkbox"/> Catalog | |
| | <input type="checkbox"/> Sports Show Book | |

NAME _____ POSITION _____

(Principal, coach, athletic director, physical director)

SCHOOL _____ ENROLLMENT _____

CITY _____ STATE _____

No coupon honored unless position is stated

May, 1945

Serve and Volley

(Continued from page 12)

hand and backhand are about the same.

In the early stages, the shifting of the racket at the net from the forehand to the backhand and vice versa, will prove rather difficult. But with time, the shift will come naturally.

The majority of volleys are made six to ten feet from the net. Whenever possible, stroke from a side-ways position, as in the ground strokes. Often, however, the exchange will be too fast to permit this. You will then have to make your volley facing the net, especially on the forehand side.

Always try to stroke the ball with a gradual downward motion. All balls met above the net should be stroked in this manner. To do this, you must raise the racket head higher than the wrist.

The backswing should be short. In the forward swing, lock the wrist and hit the ball flat (with the racket face perpendicular to the ground), using a shorter swing than in a ground stroke. The ball should be hit deep into the opponent's court.

It is very important to keep the knees well bent, with the weight leaning forward into the shot. Whenever possible, keep the body low enough to meet the ball at about eye level.

In volleying a ball lower than the net, keep the racket handle close to the ground with the racket face slightly open (turned upward). This will tend to undercut the ball and keep it in the court.

All good volleyers:

1. Get the racket in position to make the stroke early, so that the shot will be unhurried;

2. Hold the racket face higher than the wrist;

3. Bend the knees deeply when meeting the ball;

4. Meet the ball with a downward stroke whenever possible;

5. Keep the wrist locked at the moment of impact;

6. Avoid hitting the ball too early by timing the swing to meet the ball a short distance in front of the body;

7. Recover quickly after the shot to intercept a possible return.

The average player is very timid about volleying the ball, and usually tries to avoid these shots. But by practicing the fundamentals outlined, you will soon be stroking your volleys with as much confidence as your ground strokes.

THE FIRST NAME

on the coaches' list

IS THE LAST WORD

in athletic equipment

.ATHLETIC SHOES

.HELMETS

.BASKETBALLS

.FOOTBALLS



RIDDELL

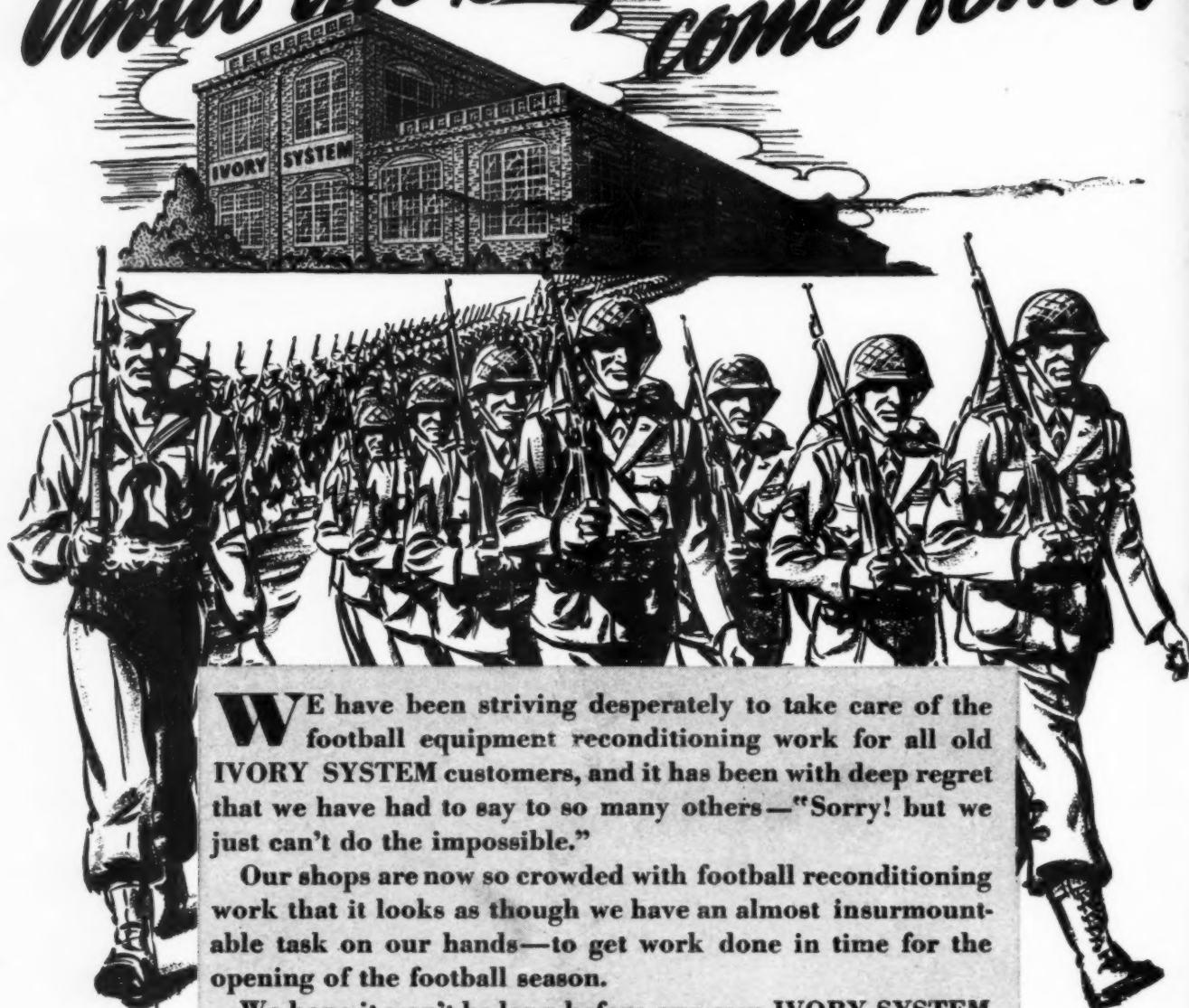


THE HOUSE OF QUALITY and SERVICE

1259 N. Wood Street

CHICAGO, ILLINOIS

Until the Boys come Home!



WE have been striving desperately to take care of the football equipment reconditioning work for all old IVORY SYSTEM customers, and it has been with deep regret that we have had to say to so many others—"Sorry! but we just can't do the impossible."

Our shops are now so crowded with football reconditioning work that it looks as though we have an almost insurmountable task on our hands—to get work done in time for the opening of the football season.

We hope it won't be long before our own IVORY SYSTEM boys come home—so we can all get back to a more normal existence.

Ivory System

RECONDITIONERS
OF ATHLETIC
EQUIPMENT

PEABODY, MASSACHUSETTS